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ABSTRACT

This study investigated the adjustment of randomly selected Iowa students with behavioral disorders in the classes of 1984 and 1985, 1 and 3 years after exiting high school. Ninety-five (86 percent of those selected) individuals from the class of 1984 were interviewed 1 year out of high school; 50 students from this same class were interviewed 3 years out of school. Eighty-nine (66 percent) from the class of 1985 were interviewed 1 year out of high school and 82 were interviewed 3 years out of high school. Results are reported in terms of: (1) general status information (such as marital status and living arrangements); (2) information about those competitively employed versus those employed in sheltered workshops; (3) incidence of "successful" adjustment; and (4) a comparison across graduating classes and between years 1 and 3. Data are presented for the total group by program model (resource teaching versus special class) and by graduation status. Conclusions include the following: a low incidence of success by both groups; similar outcomes for individuals in both resource and special class programs; significant (but limited) improvements in subjects' situations between 1 and 3 years; and some significant differences between outcomes for the two classes. The need for effective transition planning which involves the individual, the family, educators, and adult service providers is stressed. (DB)

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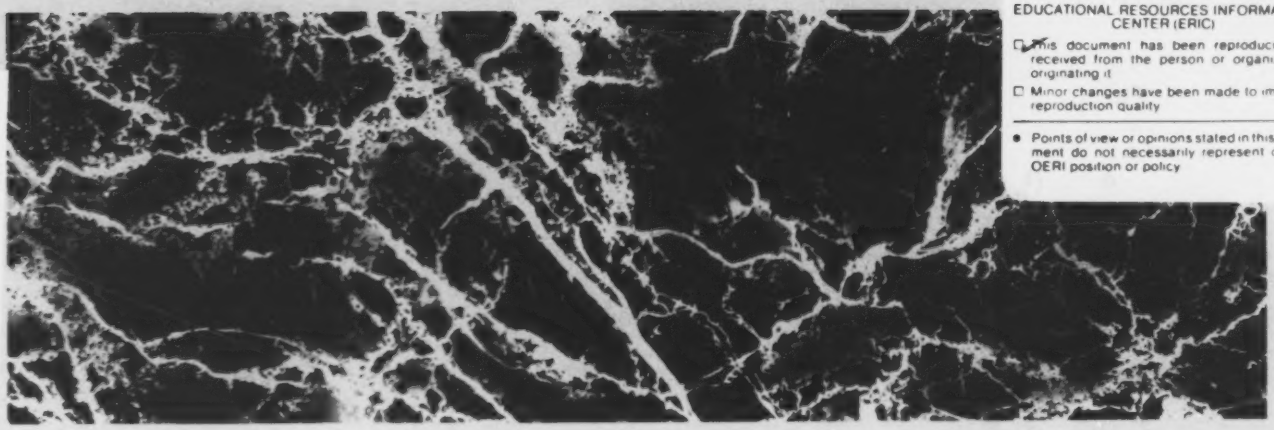

Iowa Statewide Follow-up Study

Adult Adjustment of Individuals with Behavioral Disorders Three vs. One Year Out of School

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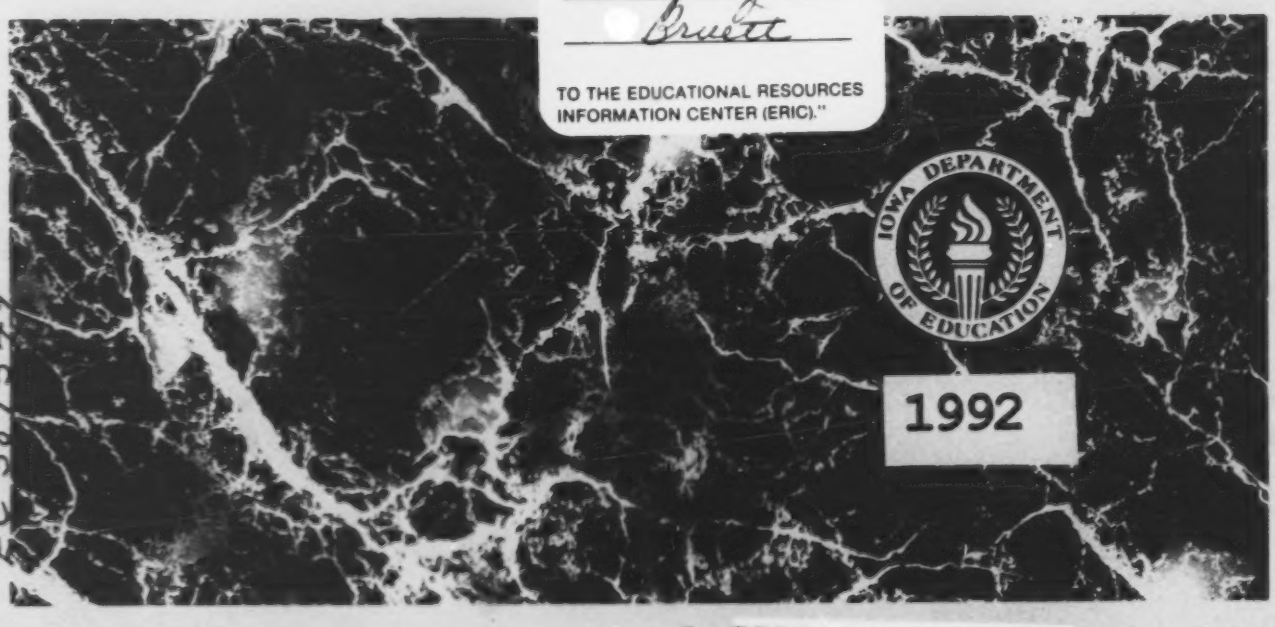

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Iowa Statewide Follow-up Study:

Adult Adjustment of Individuals with Behavioral Disorders

Three vs. One Year Out of School

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Preface

This monograph is one product of the Iowa Statewide Follow-up Study. Monographs have been developed, or are currently being completed, on the other major disability groups. The follow-up study is a five-year project funded by the Iowa Department of Education, Bureau of Special Education, using EHA Part B discretionary funds. The purpose of this project is to determine the adult adjustment of special education graduates and dropouts (of all disabilities and program models) throughout the state of Iowa. The Iowa Statewide Follow-up Study is a joint effort of the Bureau of Special Education, Iowa Department of Education; the 15 Area Education Agencies in Iowa; Des Moines Public Schools; Iowa Braille and Sight Saving School; and the Division of Curriculum and Instruction, College of Education, The University of Iowa.

We gratefully acknowledge Merry Maitre, who originated the Iowa Statewide Follow-up Study; Dr. Timothy Z. Keith, who helped refine the data gathering procedures; Valerie Cool and Linda Cooper, who served as research associates for the project; and the Special Education Directors, Task Force members, and interviewers, who made the project a success. We also thank the individuals with disabilities who generously shared their stories and experiences with us.

For more information on the Iowa Statewide Follow-up Study, contact:

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Abstract

This study investigated the adult adjustment of randomly selected students with mental disabilities in the Classes of 1984 and 1985 one and three years after they exited high school. Ninety-five (86% of those selected) from the Class of 1984 were interviewed one year out of high school; 50 from this same class were interviewed three years out of school. Eighty-nine students (66% of those selected) from the Class of 1985 were interviewed one year out of high school; 82 were interviewed again three years out of high school. Results are reported in terms of: (a) general status information, such as marital status, living arrangements; (b) information about those competitively employed vs. working in sheltered workshops (wages earned, hours worked per week, fringe benefits received); (c) "successful" adult adjustment relative to criteria presented in this monograph; and (d) a comparison across graduating classes and between Years 1 and 3. Data are presented for the total group, by program model, and by graduation status.

Iowa Statewide Follow-up Study:

Adult Adjustment of Individuals with Behavioral Disorders

Three vs. One Year Out of School

A number of studies have been conducted on individuals with disabilities in order to determine the extent to which they have been able to actively participate in the normal activities of adulthood (e.g., Hasazi, Gordon, Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985). In contrast to persons labelled mentally disabled or learning disabled, individuals labeled behaviorally disordered (BD) have not been adequately represented in these follow-up investigations. Because of the small number of persons labeled behaviorally disordered involved in these studies, researchers have reported outcome information by incorporating it into a larger group that typically included students with learning disabilities and mild mental retardation. The few recent studies which presented data specifically about individuals with behavioral disorders are discussed below.

A three year follow-up study (Edgar, 1988) that contained a cohort of 75 individuals with behavioral disorders provided a larger BD sample than had been obtained in previous studies. Results showed that approximately 58% of the group with BD were employed both six months and 24 months after graduation, though there were differences exhibited at the data collection points that occurred every six months. Twenty-three percent of the individuals with BD reported earning a weekly salary of over $134 at the 6 month interview while only 21% were earning at least that level at the 24 month interview. Individuals with BD exhibited declining levels of participation in postsecondary training programs, with 28% of the students attending a program 6 months after graduation and 17% attending a program 24 months after graduation. The number of individuals with BD who were unengaged, defined as not working, not attending an educational program, or not engaged in any formal activity, totaled 29% at 6 months after graduation and 31% at 24 months after graduation. In addition, individuals with BD exhibited only a modest increase in their level of independent living, improving from 28% at 6 months to 32% at 24 months. In a preliminary report, Edgar and Levine (1987) made five recommendations that ranged from upgrading secondary special education programs to the establishment of life-long support systems for the population with disabilities.

In a related report, a major investigation specifically analyzed 160 individuals with behavioral disorders (Neel, Meadows, Levine, & Edgar, 1988) who graduated from schools in the state of Washington between 1978 and 1986. The analysis included the individuals with BD from the previously reported Edgar study (1988) and a group of students who had been interviewed earlier, between 1978 and 1983. The study (Neel et al., 1988) also reported information on a cohort of students without disabilities. Analysis showed that: (a) less than one-fifth of the cohort with behavioral disorders had been involved in postsecondary training programs in comparison to almost one-half of the nonhandicapped sample; (b) the group with behavioral

disorders was earning higher wages, in part due to the fact that a large number of the nonhandicapped cohort only worked part time while attending school; (c) the group with behavioral disorders was three times more likely to be unemployed than the national unemployment level for people their age; (d) twice as many students with behavioral disorders earned less than $50 a week as their nondisabled peers; (e) individuals with behavioral disorders were not using social service agencies; (f) at the time of the study, almost one-third of the sample of persons with behavioral disorders was not involved in any job or any training program; and (g) one-third of the parents of persons with behavioral disorders were dissatisfied with the help that schools had provided to their children and the jobs obtained by their children. Due to the results that revealed an unemployment rate of 40% and unengaged rate of 30%, Neel et al. concluded that there was a need for further research to provide information concerning the effectiveness of existing educational programs. They also called for the development of improved support services for individuals with behavioral disorders and specifically pointed to the need for longitudinal studies that would provide comprehensive information about students with behavioral disorders.

A statewide analysis of the adult adjustment one year out of high school of graduates from resource programs in Iowa (Sitlington, Frank, & Carson, in press) compared results across the three major disability groups (results for individuals with behavioral disorders were reported separately). The sample included 737 individuals with learning disabilities, 59 individuals with behavioral disorders, and 142 individuals with mental disabilities. The living arrangements for the three groups was similar, with almost two-thirds of each group living with either their parents or relatives and over 20% of each group reporting that they did not contribute any amount of money to their living expenses. Individuals with behavioral disorders were found to be competitively employed at a lower rate (58%) than either individuals with learning disabilities (77%) or mental disabilities (62%).

Most of the individuals from all three disability groups were working at unskilled or semiskilled jobs and few were participating in any type of postsecondary educational program. Individuals with behavioral disorders or mental disabilities had a 10% higher unemployment rate than individuals with learning disabilities. Persons with behavioral disorders did not demonstrate a significant relation between part-time employment while in high school and competitive employment status at the time of the interview. In contrast, individuals with learning disabilities or mental disabilities did demonstrate a significant relation between part-time employment in high school and competitive employment status one year following graduation. However, the three groups did not show any significant differences in their hourly wages, the number of hours worked per week, or the length of time which they reported working at their present job. Using a composite of several variables to define "successful" adult adjustment, individuals with behavioral disorders exhibited the lowest rate of successful adult adjustment while individuals with learning disabilities demonstrated the highest rate of successful adult adjustment. The overall analysis of the three disability groups showed some similarities and many differences. On the surface, the three groups appeared to be living in situations that were similar (i.e., living with parents/relatives, paying some of their living expenses). Analysis of specific variables, however, revealed a pattern of numerous differences in which the individuals with behavioral disorders were

rarely at the most successful end of the continuum.

Given the fact that it is difficult to obtain an adequate sample of high school graduates with behavioral disorders, investigators are even less likely to obtain data on students with behavioral disorders who have dropped out of high school. By definition, these students have been away from high school for a longer period of time than students who graduated. Dropouts are difficult to locate and frequently uninterested in a study concerned with their previous high school program. The inability to locate dropouts with behavioral disorders who are willing to participate in research efforts to obtain information about what happens to them in adulthood contributes to an incomplete picture of that group of students after they have left the public schools (Mithaug et al., 1985; Neel et al., 1988).

Only two follow-up investigations were found in the recent professional literature which included information on students with behavioral disorders who dropped out of high school (Frank, Sitlington, & Carson, 1991; Valdés, Williamson, & Wagner, 1990). Frank et al. reported on the adjustment of individuals with behavioral disorders one year following the graduation of their class. The subjects, randomly selected from the Iowa student population with disabilities who had graduated or dropped out of the classes of 1985 and 1986, created a merged data set of 200 individuals. The 200 respondents were comprised of 89 individuals from the Class of 1985 and 111 individuals from the Class of 1986. One hundred and thirty of the respondents reported that they were high school graduates and 70 respondents reported that they had dropped out of high school before graduation.

The investigation provided information about the respondents one year following the graduation of their class. Some of these research findings are included in the present monograph for the purpose of comparison with data collected three years after participants exited high school. Notable findings included the following: (a) the majority of graduates (57%) and dropouts (52%) were living with their parents; (b) more dropouts (36%) than graduates (25%) were living either independently, with a friend, or buying their own home; (c) almost twice as many graduates (58%) as dropouts (30%) were employed at either full or part-time work; (d) almost twice as many graduates (10%) as dropouts (5%) were involved in postsecondary training or educational programs; (e) the majority of the respondents who were employed (77% of the graduates; 67% of the dropouts) were employed as either laborers or service workers; (f) on the average, dropouts were earning more per hour ($4.51) than were graduates ($3.94); (g) the majority of the respondents reported that they found their jobs through the self/family/friends network (73% of the graduates; 86% of the dropouts); (h) no association was found for either graduates or dropouts between participation in high school vocational programs and employment, in part due to the high proportion of persons who had enrolled in regular vocational education programs; and (i) more graduates (36%) than dropouts (27%) exhibited the characteristics necessary to be judged as making a "successful" adjustment to adulthood. The authors concluded that their findings, concerned with whether the young adults were making an acceptable adjustment to adulthood, were mixed and exhibited only partial confirmation of previously reported research results.

A preliminary report on the status of a national sample of special education students with behavioral disorders (Valdés et al., 1990) included 188 who had been out of high school from one to two years. The report provided basic information on the number of graduates and

dropouts contained in each cohort. However, because the majority of the information concerned with adult adjustment was solely provided for individuals by the length of time rather than by their graduation status, it was impossible to compare the adult adjustment of dropouts to graduates. Of the individuals who had been out of high school from one to two years, 37% said they had either graduated or reached the age limit and 63% responded that they had either dropped out or had been expelled. Seventy-three percent were living with either their parent(s) or another family member, 13% were living alone or with a spouse or roommate, 10% were living in an institutional setting (residential facility, mental health facility, or correctional facility), and 4% were living in some other setting. Responses concerning their marital status revealed that 90% had never been married, 7% were married, 1% were engaged, and 2% were either divorced or separated. Nine out of ten (91%) respondents said that they did not belong to any community group. Eighty-eight percent of the respondents said that they had not been involved in any postsecondary training program. Employment information showed that 18% were employed in full time competitive work, 22% were employed in part time competitive work, 2% were employed in sheltered work only, 2% were involved in volunteer work, and 57% were unemployed. Individuals who were employed provided the following information about their hourly wage: 29% were earning $5.00 or more per hour, 12% were earning from $4.00 to $4.99 per hour, 43% were earning from $3.00 to $3.99 per hour, and 16% were earning less than $3.00 per hour. Respondents also provided the following information on the number of hours worked per week for pay: 56% were working 35 or more hours per week, 16% were working from 22 to 34 hours per week, 19% were working from 10 to 21 hours per week, and 9% were working less than 10 hours per week. The average number of hours worked per week by paid workers was 32.3. Respondents also reported on the length of time they had been employed at their present job, with 33% working there for more than six months, 18% working there from three to six months, 34% working there from one to three months, and 15% working there for less than one month (Valdés et al., 1990).

Most of the aforementioned studies reported information on the adjustment of individuals with disabilities who had been out of school for one year or for varying amounts of time (or the amount of time between exiting high school and obtaining the follow-up data wasn't explicitly stated). The present study was a subcomponent of the Iowa Statewide Follow-up Study, which was a five-year project designed to study a random sample of special education graduates and dropouts (of all disabilities and program models) throughout the state of Iowa. This subcomponent was designed to investigate the adult adjustment of graduates and dropouts with behavioral disorders who had been out of school for three years. The adult adjustment of these individuals is compared to their status one year after the graduation of their class. Data on a replication sample also are provided. Variables addressed in this study include: (a) general adult status (e.g., marital status, sources of financial assistance, leisure activities); (b) employment variables (e.g., percent employed, location of jobs, classification of jobs, wages); and (c) successful adult adjustment (composites created by combining several variables).

METHOD

Participants

The primary focus for this investigation was the Class of 1985 (referred to in this report as Group 2) , surveyed one year (designated G2Y1) and again three years (designated G2Y3) after that class was graduated . A replication sample (referred to in this report as Group 1) was the Class of 1984, also surveyed one year (designated G1Y1) and again three years (designated G1Y3) after that class was graduated. Each of the 15 Area Education Agencies (AEAs) (12 AEAs participated in G1Y1) in the state of Iowa prepared a list of special education students (all exceptionalities) who were graduated from, or "aged out" of, high school at the end of each target year. Similar lists were prepared of dropouts from special education programs who would have graduated with the corresponding classes. For each AEA, 50% of the students on each list were randomly selected for inclusion in the sample each target year. At Year 3 for each group, interviewers sought to survey the entire 50% random sample of graduates and dropouts selected at Year 1, with the exception of G1Y3, where half of the random sample were sought for interviews due to the time required in conducting the interviews in this and other components of the Iowa Statewide Follow-up Study.

The method of participant interview is described in Table 1. The numbers of BD graduates and dropouts from each group selected and interviewed are presented in Table 2. The participant overlap in Group 2 interviewed in both follow-up years was considerable; 84% of the 82 participants in G2Y3 were among the 89 persons interviewed in G2Y1 (54% of the 79 participants in

Table 1

Method of Interview

Method of Interview	Group Interviewed by Year*		
	G2Y1	G1Y3	G2Y3
With student			
Face-to-face	51%	56%	35%
By telephone	16%	15%	32%
With parent or guardian			
Face-to-face	14%	12%	10%
By telephone	19%	17%	23%

* Data were not available for G1Y1.

Table 2

Numbers of Persons Randomly Selected and Interviewed

Graduates		
Group	Randomly Selected	Interviewed
G1Y1	70	65(93%)
G1Y3	44	26(59%)
G2Y1	91	67(74%)
G2Y3	93	57(61%)

Dropouts		
Group	Randomly Selected	Interviewed
G1Y1	41	30(73%)
G1Y3	35	24(69%)
G2Y1	43	22(51%)
G2Y3	41	25(61%)

G1Y3 were among the 95 persons interviewed in G1Y1). Of those BD graduates not interviewed in G2Y3, 8% (0% of dropouts) refused the interview, 36% (38% for dropouts) had moved out of town, 3% (0% for dropouts) were in jail, none (6% for dropouts) was deceased, and no reasons were given for the remaining subjects. Reasons given for no interview with G2Y1 graduates were as follows: 9% refused the interview (15% for dropouts), 35% had moved out of town (30% for dropouts), none was in jail (5% for dropouts), none was deceased (0% for dropouts), and no reasons were given for the remaining participants.

School records of individuals in Groups 1 and 2 were examined to obtain relevant information, including each student's primary disability label and program model at the time of exit from school. All individuals in Groups 1 and 2 met the following criteria:

1. Had been diagnosed as behaviorally disordered according to the regulations of the state of Iowa.
2. Had been participating in a program for students with behavioral disorders at the time they exited high school.

Relevant high school data for the participants in Group 2 are presented in Table 3. The data show that the participants in G2Y3 and G2Y1 were very similar on all variables included in Table 3. Table 4 provides information for dropouts concerning when they left school and why. The term program model as used in this monograph is used synonymously with type of special education model attended by individuals while in high school. Students attended the model designated resource teaching programs (RTP) for a minimal average of thirty minutes per day; these students attended regular classes for the remainder

Table 3

Selected Characteristics of Group 2 Prior to Exiting High School

Variable	Total Group	Subgroups			
		RTP	SC	Graduates	Dropouts
	G2Y1				
Gender	(n = 89)	(n = 38)	(n = 49)	(n = 67)	(n = 22)
% Male	74	79	74	70	86
% Female	26	21	26	30	14
Full Scale IQ	(n = 80)	(n = 36)	(n = 42)	(n = 60)	(n = 20)
M	92	96	90	92	93
SD	14.2	12.2	15.6	14.8	12.7
Academic Achievement[a]					
Math	(n = 87)	(n = 37)	(n = 48)	(n = 67)	(n = 20)
M	7.0	8.1	6.2	7.2	6.6
SD	2.6	2.8	2.2	2.5	2.9
Reading	(n = 87)	(n = 37)	(n = 48)	(n = 67)	(n = 20)
M	7.9	8.8	7.0	8.0	7.3
SD	2.7	2.3	2.6	2.6	2.9
	G2Y3				
Gender	(n = 82)	(n = 36)	(n = 44)	(n = 57)	(n = 25)
% Male	72	75	73	67	84
% Female	28	25	27	33	16
Full Scale IQ	(n = 75)	(n = 33)	(n = 40)	(n = 51)	(n = 24)
M	92	95	89	92	91
SD	13.7	10.1	16.0	13.9	13.4
Academic Achievement[a]					
Math	(n = 82)	(n = 36)	(n = 44)	(n = 57)	(n = 25)
M	7.1	8.1	6.2	7.1	7.0
SD	2.6	2.8	2.2	2.5	2.9
Reading	(n = 82)	(n = 36)	(n = 44)	(n = 57)	(n = 25)
M	7.8	8.4	7.2	8.1	7.2
SD	2.6	2.3	2.7	2.4	3.0

Note. RTP = Resource Teaching Program, SC = Special Class.

[a]Grade equivalent scores.

Table 4

Time and Reasons Dropouts Left High School

Variable	Group by Year	
	G1Y1	G2Y1
Mean Age Dropped	17.1	17.2
Mean Grade Dropped	9.8	9.9
Reason Dropped (in Percent)*		
School recommendation	0	14
Needed to work	14	0
Personal problems	36	23
I wanted to	39	32
Not specified	32	32

* Numbers may sum to more than 100% because more than one reason was given.

of each school day. In the special class with integration model (SCIN), students attended special classes for the majority of the school day, while participating in the general education curriculum in one or more academic subjects. Students in special classes with little integration (SCIN-L) were integrated into regular classes for limited participation. Students in self-contained special classes (SSC) received all of their instruction from a special education teacher. For the purposes of this study, individuals educated in the latter three models (i.e., SCI, SCI-L and SSC) were grouped together in a subgroup designated Special Class (SC). Data are not reported here for two individuals who attended instructional programs other than those listed above.

Instrumentation

The survey instrument used in this study was developed by project staff in conjunction with a task force of representatives of the 15 AEAs in the state of Iowa, the largest public school district in the state, and the state schools and correctional facilities. This task force identified the content areas to be covered in the interview form, based on previous follow-up studies conducted in other states and on other categories of information task force members felt would be useful in making programming decisions in their AEAs.

The survey instrument was designed to provide the following types of information: background information

about students (e.g., test scores from high school, disability label, instructional program model); information pertaining to their high school programs (e.g., number of regular and special vocational education courses taken, extracurricular activities); evaluations of their school experiences (e.g., "Did your school experiences help you to keep a job?"); information about current life circumstances (e.g., marital status, living arrangements, leisure activities); and information on current employment (e.g., location of current job, salary, hours worked per week).

Procedure

Interviews were conducted by professionals such as work experience coordinators, consultants, school psychologists, and teachers from each student's school district or AEA. These paid interviewers were trained and supervised by the Task Force member from their respective AEA. In addition, an in-depth interviewer handbook and sample interview forms were developed by project staff, and interviewers also participated in one or several one-hour training sessions on using these documents to insure consistency across interviewers. The project director was also on call to answer any general or specific questions arising from actual interviews.

All survey forms were first returned to the task force member for an initial content and completion check. Next, the forms were submitted to the Iowa Department of Education for a second content and completion check and for removal of any identifying information other than each student's ID number. All survey forms then were forwarded to The University of Iowa for a final content check, coding, computer entry and analysis. Data analyses were completed using routines described in *SPSS-X User's Guide* (1986).

RESULTS

The results of this study are reported in three parts: total group, by program model (RTP and SC), and by graduation status (graduates and dropouts). Data reporting focuses on Group 2 three years (G2Y3) after graduation of the Class of 1985. **Year 3 data (G2Y3) are compared to Year 1 data (G2Y1) in this monograph for individual variables only when a difference ≥ 15% was found (the authors viewed a difference ≥15% as a change worth noting, although the choice of ≥15% was somewhat arbitrary).** Thus, if no Year 1 data are reported, it can be inferred that a substantial change did not occur from Years 1 to 3. Graphs are presented in the Results section for all variables for which a difference ≥15% was found between G2Y3 and G2Y1, and include Years 1 and 3 data for Group 1 as well. Additional information about comparisons between Groups 1 and 2 are included at the end of each part of the Results section.

Total Group

General Status

Marital Status/Living Arrangements

Within the G2Y3 cohort, 22% of the individuals reported that they were married and 74% reported that they were single. The remaining 4% were either divorced, separated, or widowed. When asked about their place of residence, 32% were living independently, 13% were living with a friend, and 6% were buying a home. The proportion of G2Y3 persons living with relatives was substantially different from G2Y1, where 38% responded that they were living with either parents, or spouse's parents three years after leaving high school, while

56% had been living with relatives at the G2Y1 interview (see Figure 1). Only 4% were living in a residential facility (e.g., a mental health or correctional facility) at the time of the G2Y3 interview.

Financial Status

When asked what amount of their expenses they were paying, 22% of the G2Y3 respondents said that they were paying none of their expenses. This differed substantially from G2Y1, when 38% responded that they paid none of their expenses (see Figure 2). Also, almost half (48%) reported paying all of their expenses at the time of the G2Y3 interview; a substantial increase from the 22% who reported paying all of their expenses at the time of the G2Y1 interview. Thirty percent of the G2Y3 respondents reported paying some of their expenses. Sources of financial assistance also were related to the financial status of the respondents. Over half (57%) of the BD respondents reported at the G2Y3 interview that they did not receive financial assistance from any source, including parents or social service agencies (Figure 3). Substantially fewer (39%) of the G2Y1 respondents were not receiving any assistance at the one year interview. Only 13% of G2Y3 individuals reported receiving financial assistance from parents, substantially less than reported for G2Y1 (39%).

Postsecondary Training

Thirty-two percent of the G2Y3 respondents said that they had participated in postsecondary training at a community college. An additional 11% reported receiving training within a private program and 6% had been trained within the military. One-half (50%) of the

Fig. 1 LIVING ARRANGEMENTS

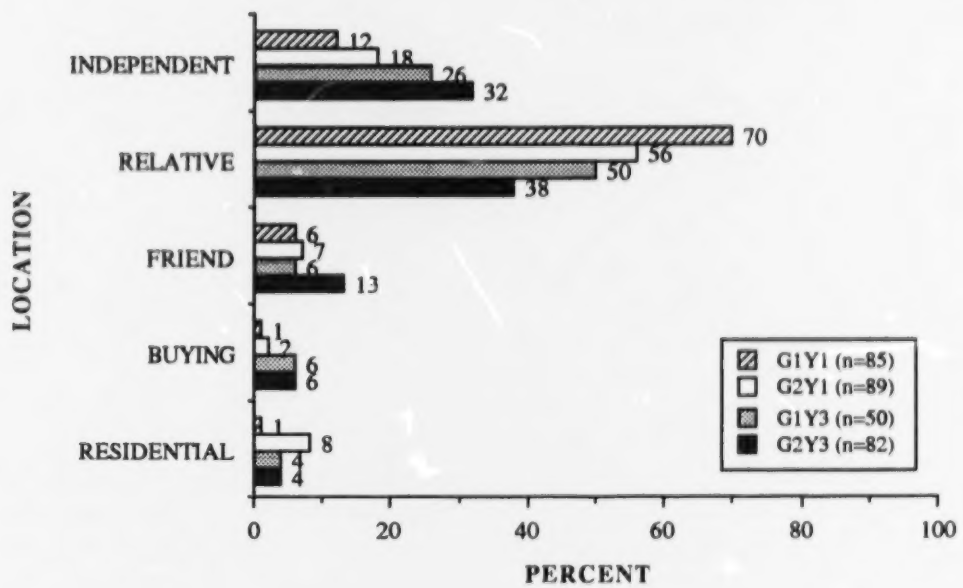


Fig. 2 PROPORTION OF EXPENSES PERSONS PAY

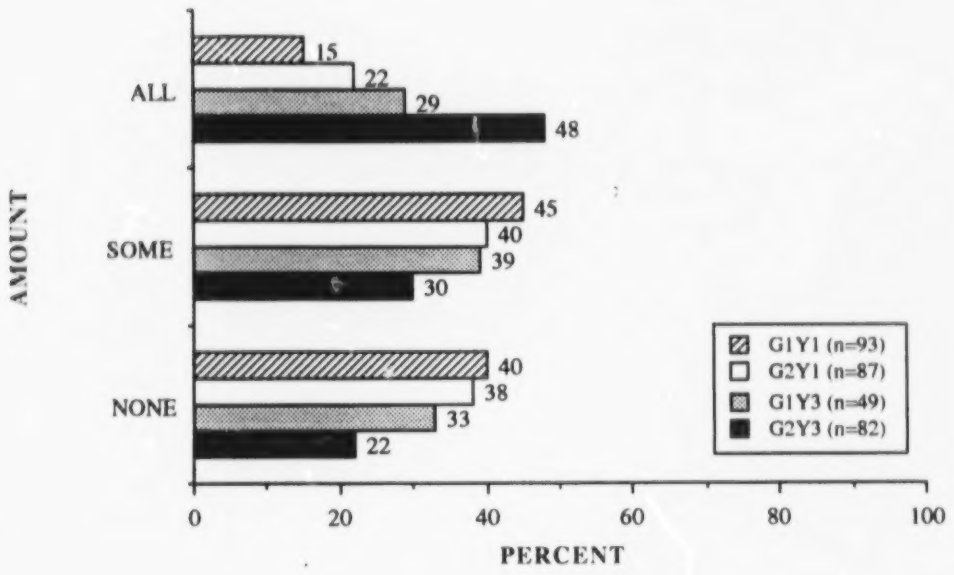
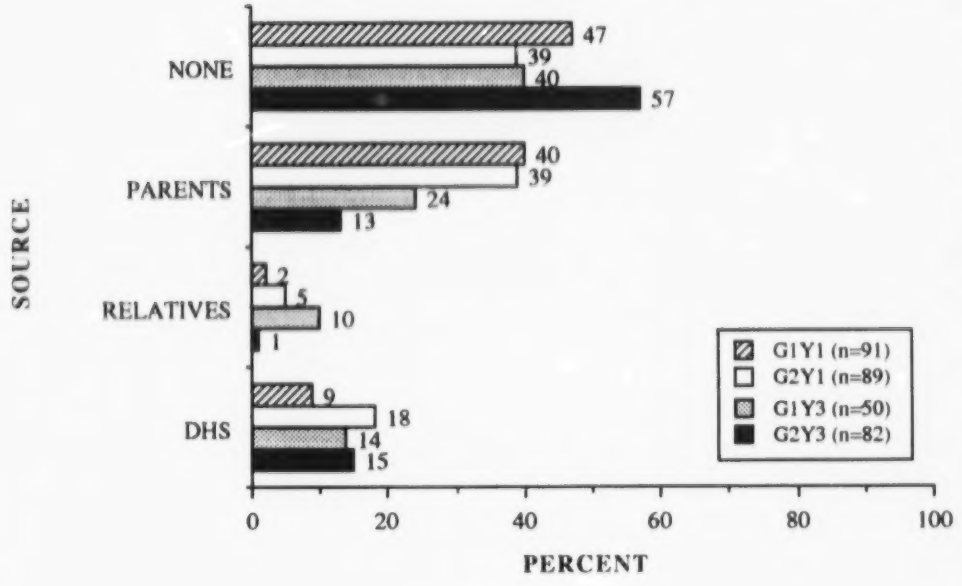


Fig. 3 SOURCES OF FINANCIAL ASSISTANCE



G2Y3 respondents had not received any type of postsecondary training.

Leisure Activities

Almost two-thirds (63%) of the G2Y3 respondents said that they participated in from one to three leisure activities. An additional 17% reported that they were involved in from four to six leisure activities, 6% were involved in more than six leisure activities, and the remaining 13% said they were not involved in any leisure activities.

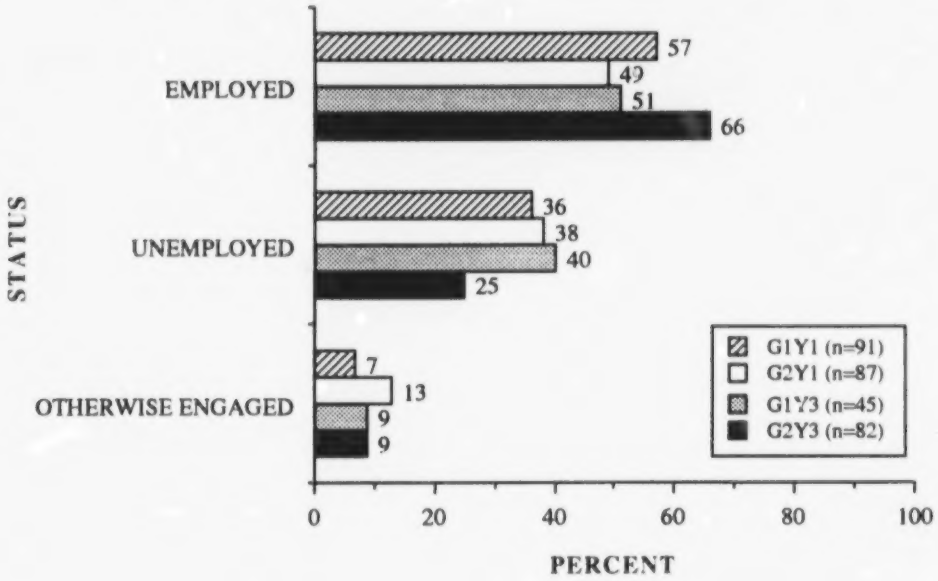
Personal Problems

About half of the G2Y3 respondents reported that they received help with their personal problems from parents (55%) and/or friends (46%). Few (7%) said that mental health services or other sources (13%) were providing assistance with their personal problems.

Information on Employment

Sixty-six percent of the G2Y3 respondents were employed at the time of the interview, a substantial increase from the 49% who were employed at the time of the G2Y1 interview (see Figure 4). There was a corresponding decrease, though not substantial, in the proportion of individuals who were unemployed, falling from 38% for G2Y1 to 25% for G2Y3. Nine percent of the G2Y3 respondents reported that they were otherwise meaningfully engaged, meaning that they were either homemakers, students, or participating in some kind of job training program at the time of the G2Y3 interview. Slightly more than half (55%) reported that at some point in time they had contacted Job Service of Iowa concerning employment opportunities. Twenty-six percent reported that they had contacted JTPA, 18% had talked to someone from the Department of

Fig. 4 CURRENT EMPLOYMENT STATUS



Vocational Rehabilitation, 18% had contacted a community college about work, and 10% had spoken to the Department of Human Services (DHS). However, almost half (51%) of the employed G2Y3 individuals said that they actually found their present job themselves and an additional 34% found their job with the help of either family or friends. Only a few persons reported that either a community agency (8%) or the schools (2%) had helped them find their current job.

Six percent of the G2Y3 employed individuals reported that they were working at a sheltered workshop and 2% had a workshop job within the community. The remaining 93% of the employed individuals were working at competitive jobs. About one-third of the employed individuals were working either as laborers (32%) or at service occupations (35%). Nine percent were employed as operatives, while the remaining 24% were working at higher status jobs Over two-thirds (69%) of the employed individuals were working full time, defined as >37 hours per week, while 24% were working from 21 to 37 hours per week. The remaining 7% were working less than 21 hours per week. No one reported working at a seasonal or "other" type of job. About one-third (35%) of the employed respondents had been working at their present job for less than six months. One-fifth of the group (20%) had been working at their current job from six to twelve months, or one to two years. Twenty-four percent of the G2Y3 respondents had worked at their present job more than two years, a substantial increase over the proportion of G2Y1 individuals (7%) who reported working at their job for more than two years (see Figure 5).

The average wage per hour for G2Y3 persons was $4.53 (see Figure 6), reflecting a $0.56 increase from the hourly wage earned in G2Y1. Nineteen

Fig. 5 LENGTH OF TIME IN CURRENT JOB

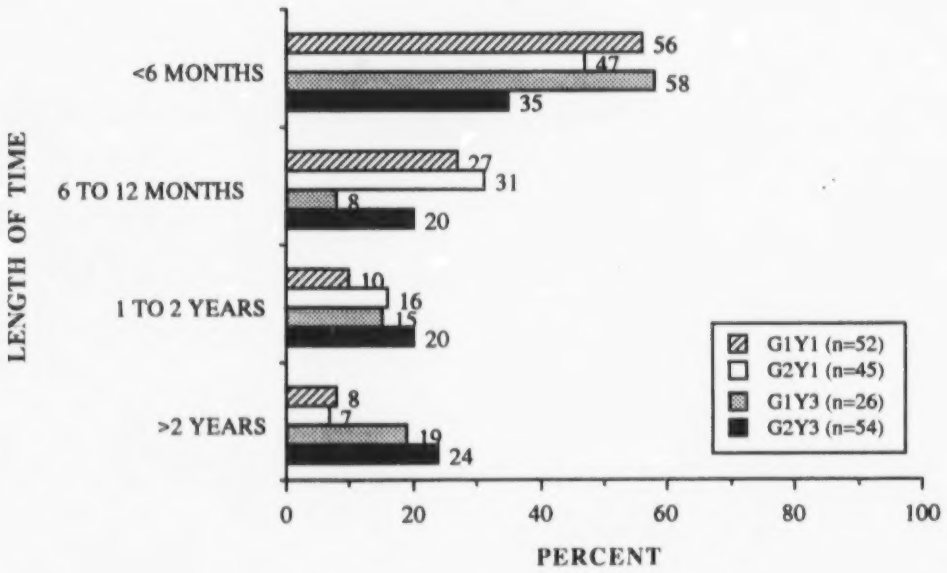
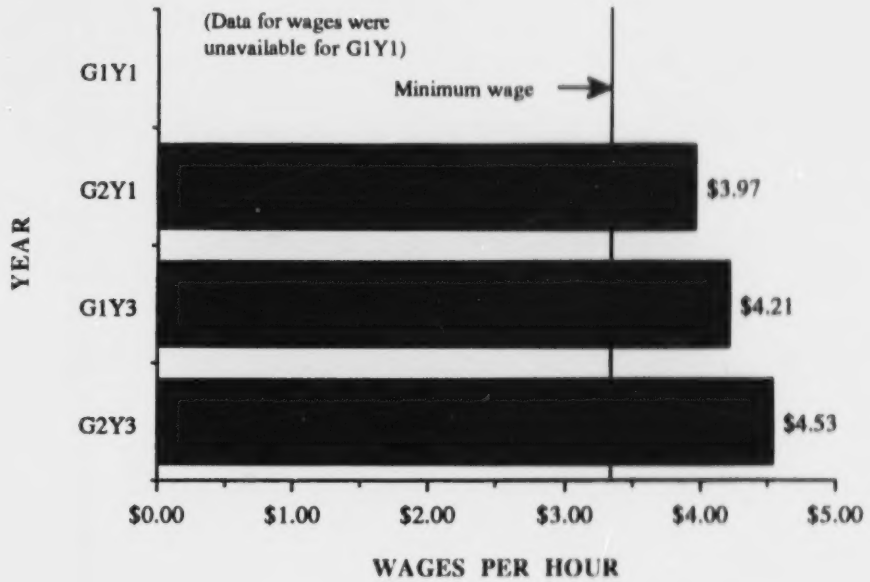


Fig. 6 WAGES EARNED FROM CURRENT JOB



percent of the employed respondents were receiving sick leave benefits, almost one-third were provided with vacation time (32%) and/or health insurance (33%), and 15% reported that they received free meals as a job benefit.

Perceptions of High School

Seventy-three percent of the G2Y3 respondents felt that their high school educational program had been helpful or very helpful in teaching them how to deal with their personal problems. The responses of the G2Y3 individuals concerning the helpfulness of their academic programs showed that 86% felt that reading instruction had been helpful or very helpful and 68% felt the same way about math instruction.

Almost two-thirds of the G2Y3 individuals said that their high school program had been helpful or very helpful in training them to keep a job (63%) or find a job (61%). Half (51%) of the employed individuals reported that their program had been helpful in preparing them for their current job.

Successful Persons

Composites made up of selected variables were constructed as indices for "success" at one and three years following graduation. For each year, two different levels (high and low) of indices of successful adult adjustment were used. Employed persons who did not report their wages were excluded this these calculations.

One year after graduation of the Class of 1985 (G2Y1), the composite delineating a high level of success was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from

a sheltered workshop; (b) living arrangements where the individual was either buying a home, living independently, or living with a friend; (c) paying some or all of their living expenses; and (d) involved in more than three leisure activities. The high success criteria resulted in 4% (n=3) of the G2Y1 respondents being viewed as having successfully adjusted to adult life.

The composite delineating a low level of success one year after high school graduation was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from a sheltered workshop; (b) living arrangements where the individual was either buying a home, living independently, living with a friend, living in a supervised apartment, or living in a group home; (c) not necessarily paying part of their living expenses; and (d) involved in at least one leisure activity. The low success criteria resulted in an additional 18% (n=14) of the G2Y1 individuals being viewed as having successfully adjusted to adult life.

Three years after graduation of the Class of 1985 (G2Y3), the composite delineating a high level of success was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from a sheltered workshop, full-time (>37 hours per week) and earning at least minimum wage ($3.35 per hour); (b) living arrangements where the individual was either buying a home, living independently, or living with a friend; (c) paying for more than half of their living expenses, and (d) involved in more than three leisure activities. Of the total group, two individuals (3%) met the requirements to be considered as successful adults at the time of the G2Y3 interview.

At G2Y3, the composite delineating a low level of success was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from a sheltered workshop, at least half-time (>20 hours per week) and earning at least minimum wage ($3.35 per hour); (b) living arrangements where the individual was either buying a home, living independently, living with a friend, living in a supervised apartment, or living in a group home; (c) paying at least some of their living expenses; and (d) involved in at least one leisure activity. Approximately one-fourth (26%) of the total group, an additional 19 individuals, were perceived as successful adults at the time of the G2Y3 interview using this lower set of criteria.

Comparisons of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year

There was a substantial difference between Groups 1 and 2 at Year 1 in the proportion of people who received help from a mental health professional in dealing with their personal problems. At Year 3 several substantial differences were observed between Groups 1 and 2 relative to the proportion of individuals who: paid all their living expenses, received no financial assistance, partici-

pated in postsecondary training, were employed, found a job without help from others, held higher status jobs, were employed for less than 6 months, had talked to Job Service about work, and had talked to JTPA about work.

Differences between Groups in Changes from Years 1 to 3

For Group 1, substantial changes occurred between Years 1 and 3 in the proportion of people who: found a job on their own, talked to an agency about work, held a higher status job, were employed for 6-12 months, and who received health insurance from their employer.

For Group 2, substantial changes occurred between Years 1 and 3 in the proportion of individuals who: paid all their living expenses, paid none of their living expenses, were employed, were employed for less than 6 months, and were employed for more than 2 years.

Conclusions regarding Comparison

Sixteen variables and 64 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the total group, differences were found for only 16% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 15% in favor of G2Y3 when the low criteria were applied, and 1% in favor of G1Y3 when the high criteria were applied.

By Program Model

Results in this part of the monograph are presented by program model in two sections. The first section is Resource Teaching Programs, and the second is Special Classes, which combines data from special classes with integration, special classes with little integration, and self-contained special classes.

Resource Teaching Programs

General Status

Marital status/living arrangements. Sixty-nine percent of the G2Y3 individuals responded that they were single three years after exiting from high school, while 28% were married. The remaining 3% were either divorced or widowed. The proportion of individuals who responded that they were single was substantially less than at the G2Y1 interview (84%) (see Figure 7). There was also a substantial increase in the proportion of respondents who were living independently at the time of the G2Y3 interview, increasing from 16% for G2Y1 to 39% for G2Y3 (see Figure 8). There was a corresponding decrease in the percentage of individuals living with a relative, dropping from 66% at the G2Y1 interview to 36% at Year 3. Also at the G2Y3 interview, an additional 14% reported living with friends, 8% reported buying a home, and 3% reported living in a residential facility (e.g., a mental health or correctional facility).

Financial status. There was a substantial increase in the proportion of persons who reported that they paid for all of their living expenses, from 27% for G2Y1 to 47% for G2Y3 (see Figure 9). Thirty-one percent of the G2Y3 respondents reported they paid some of their expenses; 22% said they paid none of their expenses. Similar changes were seen in the sources of financial assistance used by the G2Y3 individuals, with approximately two-thirds (64%) reporting they received no financial assistance, 14% saying they received financial assistance from parents, 3% received financial help from relatives, and 11% received financial help from DHS. The proportion of G2Y3 respondents who received no fi

Fig. 7 MARITAL STATUS
RTP

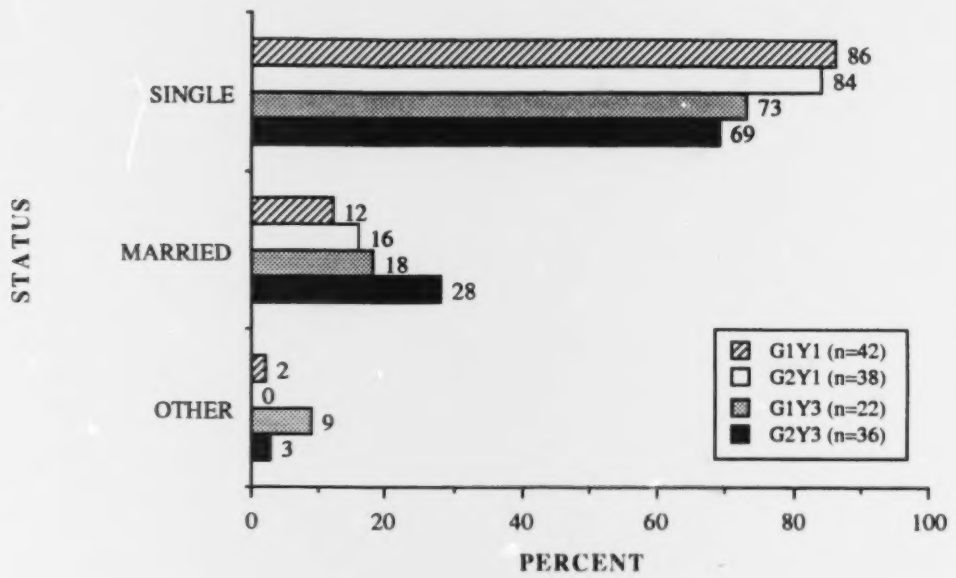


Fig. 8 LIVING ARRANGEMENTS
RTP

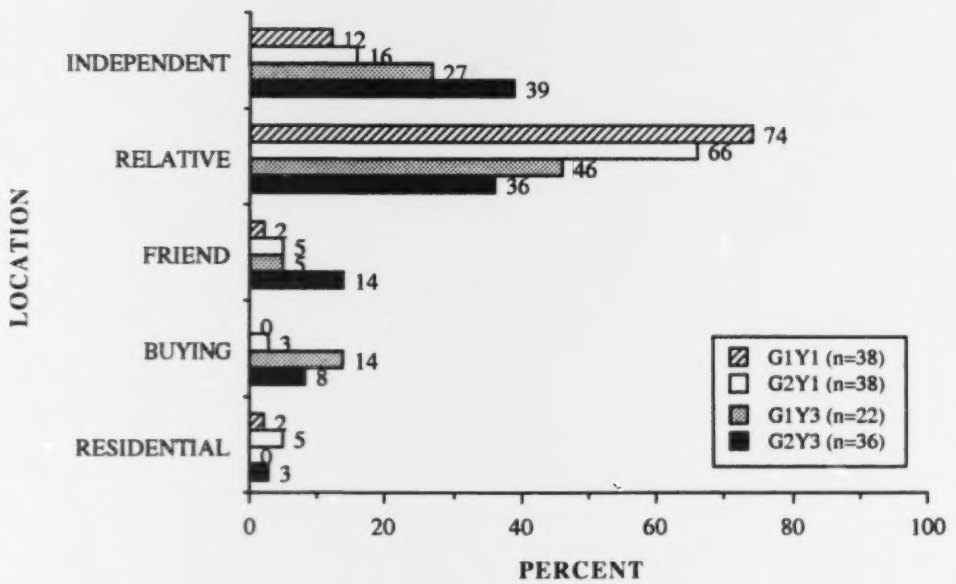
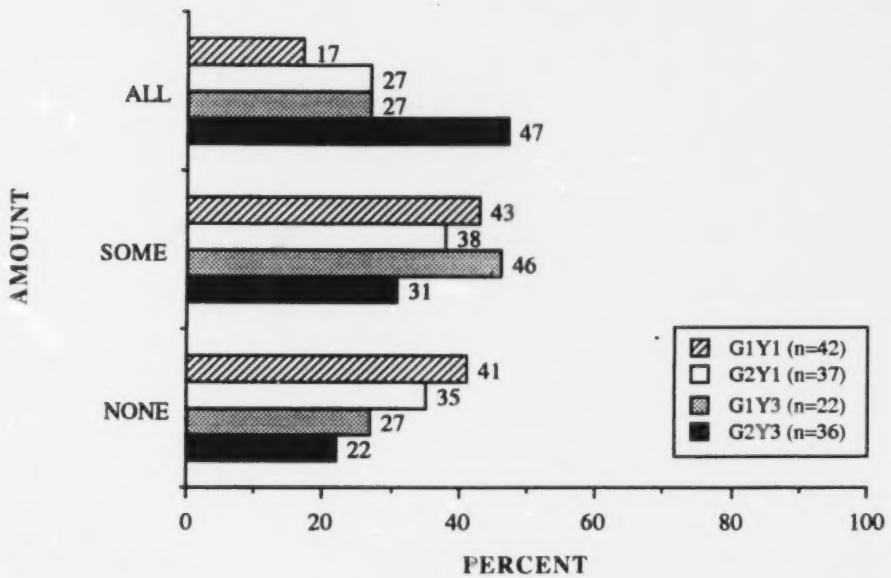


Fig. 9 PROPORTION OF EXPENSES PERSONS PAY RTP



nancial assistance was substantially greater than was reported in G2Y1 (42%), while those who reported that they received assistance from parents decreased substantially from G2Y1 (down from 37%) (see Figure 10).

Postsecondary training. Almost one-third (31%) of the G2Y3 individuals reported they had received some postsecondary training at a community college. An additional 17% had participated in a private training program and 8% reported receiving training from the military. Thirty-nine percent, however, reported that they had not participated in any type of postsecondary training three years following the graduation date for their high school class.

Leisure activities. Two-thirds (67%) of the G2Y3 individuals said that they participated in from one to three leisure activities. This was substantially greater than the proportion of G2Y1 respondents (50%) (see Figure 11). Also for G2Y3, 17% of the individuals were involved in from four to six activities and 8% were involved in more than six activities. Eight percent were not involved in any leisure activity.

Personal problems. There were no substantial changes between the G2Y1 and G2Y3 interviews concerning who helped the respondents with their personal problems. Over half (53%) of the G2Y3 individuals reported receiving such help from their parents and the same percentage (53%) said they received help with their personal problems from friends. Three percent said that mental health personnel helped them, while 8% reported receiving help from other sources.

Information on Employment

There were substantially more employed G2Y3 than G2Y1 respondents, increasing from 53% to 78% (see Figure

Fig. 10 SOURCES OF FINANCIAL ASSISTANCE RTP

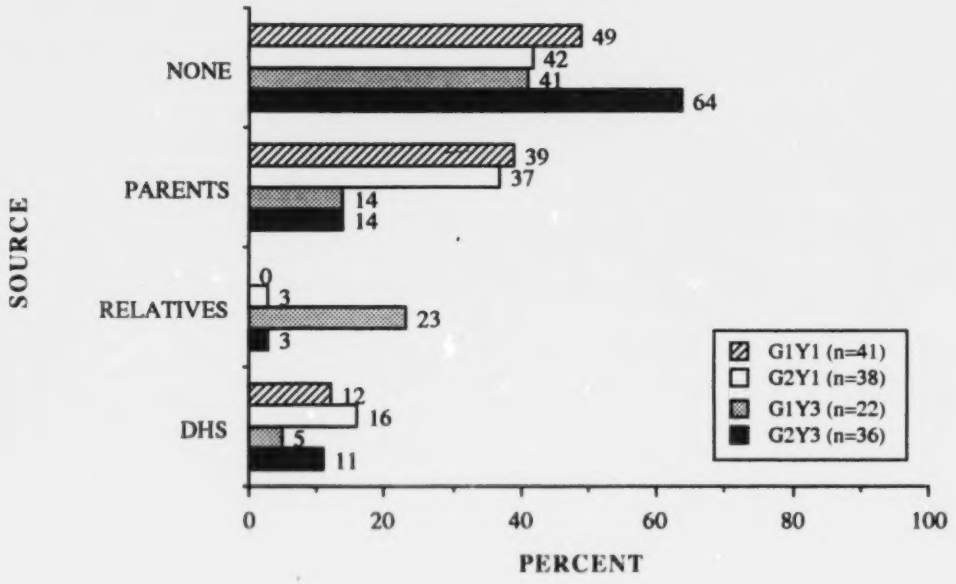
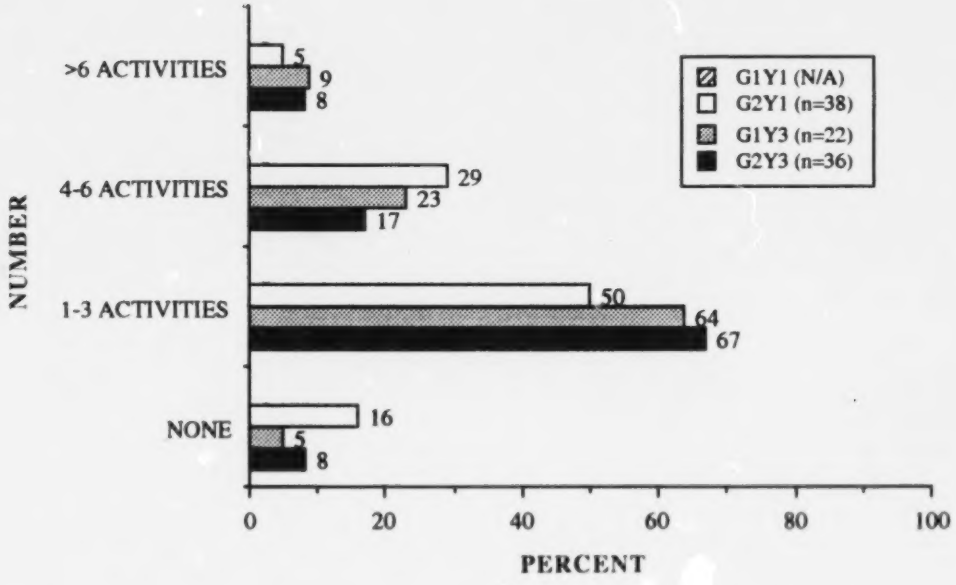


Fig. 11 NUMBER OF LEISURE ACTIVITIES RTP



12). There was a corresponding decrease in the proportion of individuals who were unemployed, decreasing from 33% for G2Y1 to 14% for G2Y3. Over half (56%) of the G2Y3 individuals reported that they had contacted Job Service about employment, while 22% had talked to JTPA or to a community college. In contrast, 61% of the G2Y3 individuals reported that they had actually found their present job themselves, a substantial increase from the 19% of G2Y1 persons who reported that they found their job on their own (see Figure 13). An additional 29% of the G2Y3 individuals found their jobs with the help of family or friends. A Smaller proportion reported that they found their job with the help of an agency (7%).

At the time of the G2Y3 interview, 25% were employed as laborers, 32% were employed as service workers, 11% were employed as operatives, and 32% were employed at higher status occupations. All of the employed G2Y3 respondents were working at competitive jobs.

Almost half (46%) had been employed at their present job for less than six months, while 25% had been there for six to twelve months. An additional 18% had worked at the present job for one to two years and the remaining 11% had worked at their present job for more than two years. Seventy-one percent of the G2Y3 individuals who were employed were working full time, 25% were working from 21 to 37 hours per week, and the remaining 4% were working <21 hours per week.

The average hourly wage reported for the G2Y3 individuals was $4.74 per hour (see Figure 14). This was a $0.76 increase from the wages earned at the time of the G2Y1 interview.

Forty-three percent of the G2Y3 individuals reported receiving health insurance as a job benefit. They also re

Fig. 12 CURRENT EMPLOYMENT STATUS RTP

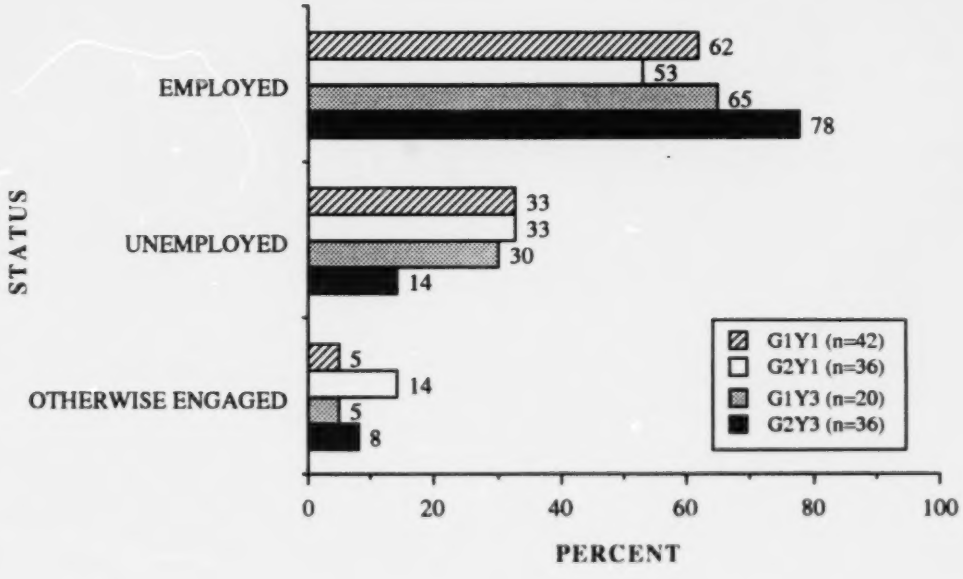


Fig. 13 SOURCE OF HELP IN FINDING PRESENT JOB - RTP

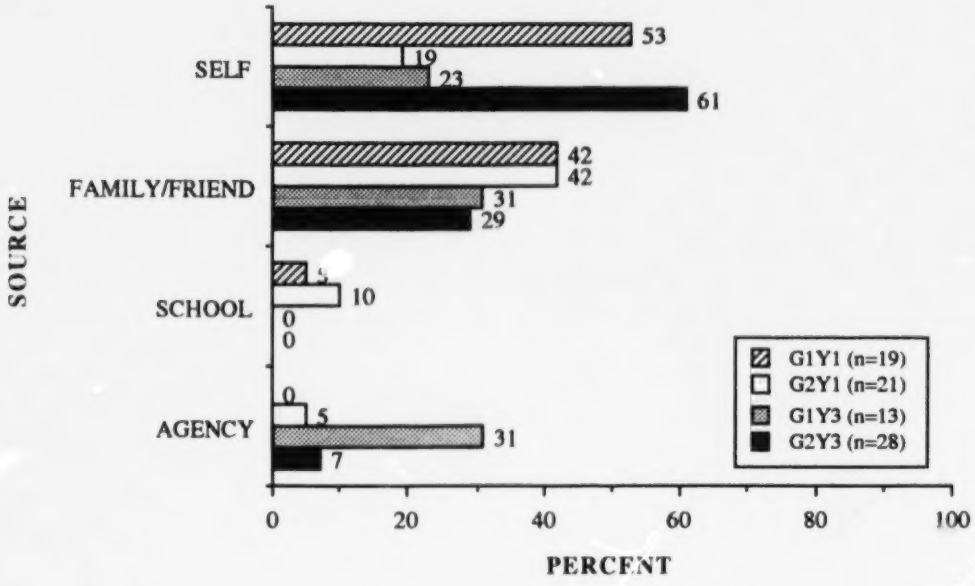
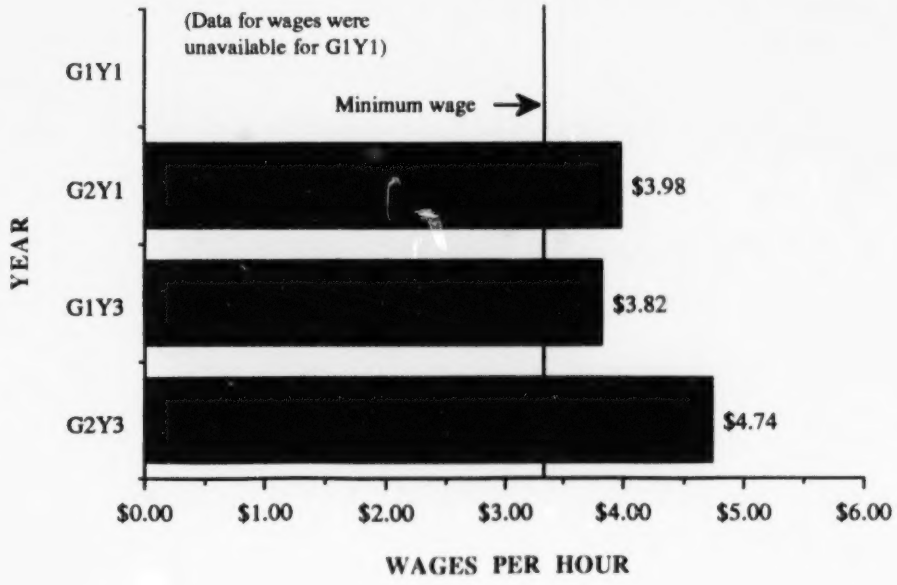


Fig. 14 WAGES EARNED FROM CURRENT JOB RTP



ported receiving the following benefits: sick leave (25%), vacation time (36%), and free meals (14%). Substantially fewer G2Y1 individuals (19%) had reported receiving vacation time than was reported by G2Y3 respondents (see Figure 15).

Perceptions of High School

Almost two-thirds (61%) of the G2Y3 individuals felt that their program in high school had been either helpful or very helpful in teaching them how to deal with personal problems. More individuals felt that school had been helpful or very helpful regarding their ability to read (83%) than in performing everyday math activities (69%).

Sixty-one percent of the G2Y3 respondents perceived their high school education program as helpful or very helpful in helping them keep a job, while 55% said their program had been helpful in finding a job. Fifty-two percent of the employed G2Y3 individuals felt that their high school program had helped them prepare for their present job.

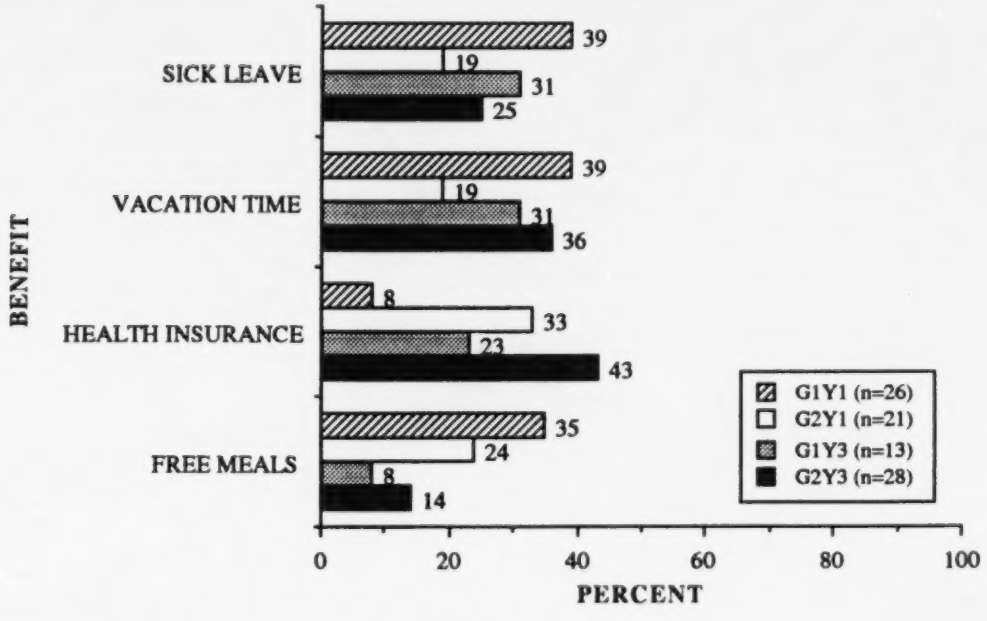
Successful Persons

The composites that were used to judge the level of adult adjustment for the total group also were applied to the individuals involved in RTP programs. When the high criteria were applied to the G2Y1 individuals, 3% (n=1) of the respondents were successful, and an additional 15% (n=5) were successful at the low level. At the time of the G2Y3 interview, 6% (n=2) of the respondents met the high criteria for success; an additional 34% (n=11) met the low criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were

Fig. 15 JOB BENEFITS RECEIVED RTP



found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. There were substantial differences between Groups 1 and 2 at Year 1 in the proportion of people who: had help from "other" sources with their personal problems, perceived school as helpful/very helpful in assisting them in finding their present job, had not participated in any postsecondary training, were employed full time, held a job as laborer, held a job as a service worker, found their present job on their own, and received sick leave from their employed, and received vacation time as job benefits.

At Year 3 several substantial differences were observed between Groups 1 and 2 relative to the proportion of individuals who: paid some of their living expenses, paid all of their living expenses, received no financial assistance, had help from their parents with their personal problems, received help from friends with their personal problems, perceived school as helpful/very helpful in assisting them in finding their present job, were unemployed, held a higher status job, talked to Job Service about employment, found their job on their own, had help from a community agency in finding their present job, help their present job for less than 6 months, held their present job between 6-12 months, and received health insurance as a benefit from their employer.

Differences between Groups in Changes from Years 1 to 3. For Group 1, substantial changes occurred between Years 1 and 3 in the proportion of people who: received financial assistance from relatives, did not participate in any post-secondary training, received help from parents concerning their personal problems, received help from "other" sources concerning their personal problems, talked to Job Service about work, talked to JTPA about employment opportunities, worked as laborers, worked in higher status jobs, found their present job on their own, found their present job with the help of a community agency, held their present job for less than 6 months, held their present job 6-12 months, worked full time, and received health insurance from their employer.

For Group 2, substantial changes occurred between Years 1 and 3 in the proportion of individuals who: were single, paid all of their living expenses, received no financial assistance, were employed, were unemployed, found their job on their own, and received vacation time from their employer.

Conclusions regarding Comparison. Sixteen variables and 64 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the RTP subgroup, differences were found for 41% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 19% in favor of G2Y3 when the low criteria were applied, and 4% in favor of G1Y3 when the high criteria were applied.

Special Classes

General Status

Marital status/living arrangements. Seventy-seven percent of the G2Y3 individuals were single, while 18% were married. The remaining 5% were either divorced, separated, or widowed. Thirty-nine percent of the G2Y3 respondents reported that they were living with a relative. The majority (55%) of the remaining G2Y3 individuals were

living in the following independent situations: independently (25%), with a friend (14%), buying a home (5%), or in some other configuration (11%). The remaining 5% reported living in a residential facility (e.g., a mental health or correctional facility).

Financial status. Almost half (48%) of the G2Y3 respondents reported paying all of their living expenses and 23% reported paying none of their living expenses. The remaining 30% of the G2Y3 respondents were paying some of their living expenses. Substantially fewer G2Y1 individuals had reported that they paid for all or none of their living expenses (17% and 40%, respectively) (see Figure 16). Fifty-five percent of G2Y3 respondents reported receiving no financial assistance, 12% were receiving financial help from their parents, none were receiving financial assistance from relatives other than parents, and 16% were receiving assistance from DHS. Substantially fewer G2Y1 individuals had reported that they received no financial assistance (39%), while substantially more G2Y1 individuals had received financial assistance from their parents (41%) (see Figure 17).

Postsecondary training. Almost one-third (30%) of the G2Y3 individuals reported that they had received some postsecondary training at community colleges, while 7% have received training in a private program and 5% have received training in the military. Sixty-one percent of the G2Y3 individuals reported that they had not participated in any postsecondary training program.

Leisure activities. Almost two-thirds of the G2Y3 respondents (61%) said that they participated in from one to three leisure activities. An additional 16% reported that they participated in from four to six leisure activities and 5% participated in more than six leisure activities. The remaining 18% responded

Fig. 16 PROPORTION OF EXPENSES PERSONS PAY - SC

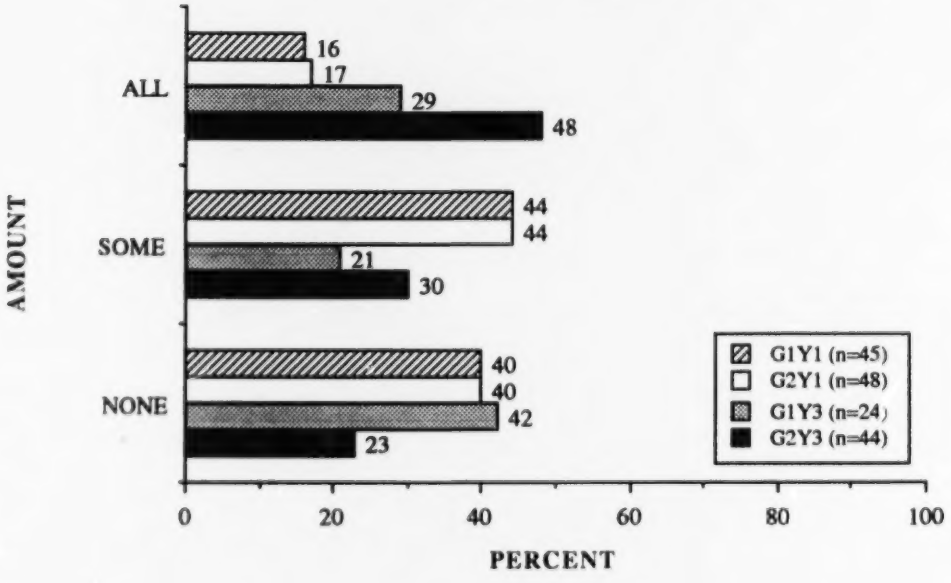
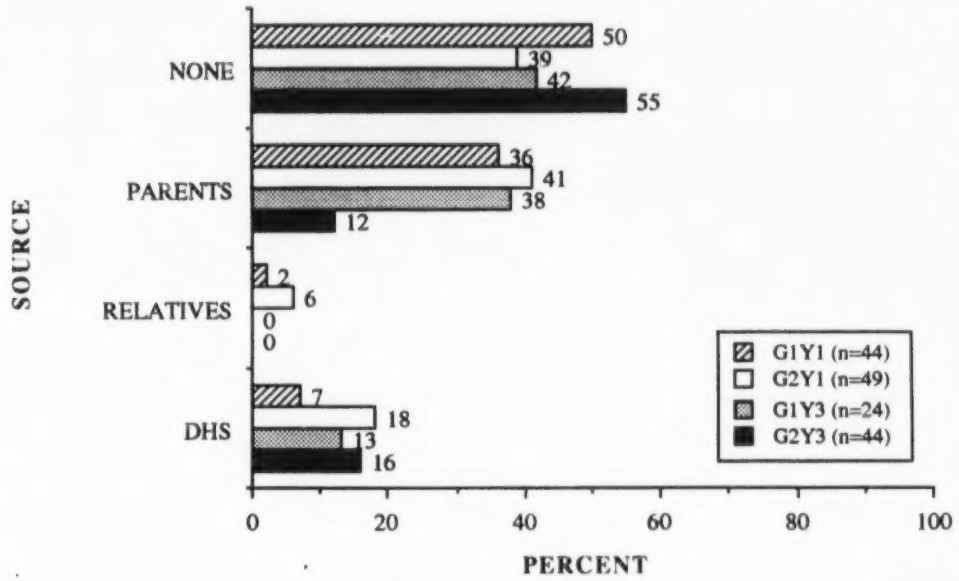


Fig. 17 SOURCES OF FINANCIAL ASSISTANCE
SC



that they did not participate in any leisure activities.

Personal problems. Fifty-seven percent of the G2Y3 individuals said that their parents helped them with their personal problems, while 41% received similar help from friends, 11% from mental health personnel, and 18% from some other source. The only substantial change from the G2Y1 interview was an increase (up from 25%) in the proportion who reported receiving help with their personal problems from friends (see Figure 18).

Information on Employment

Over half (57%) of the G2Y3 persons were employed, while 34% were unemployed, and the remaining 9% were otherwise engaged. Eighty-four percent of the employed G2Y3 individuals were working at competitive jobs, 11% were employed in sheltered workshops, and 5% were employed by a sheltered workshop in a community setting.

About half (52%) of the G2Y3 individuals said that they had talked to Job Service of Iowa about employment opportunities. Thirty percent reported that they had talked to JTPA, 27% had contacted the Department of Vocational Rehabilitation, 11% had talked to someone at a community college, and 7% had contacted DHS. In contrast, 38% of the G2Y3 respondents reported that they actually found their present job on their own, while 42% were helped by family/friends. School personnel assisted 4% of the G2Y3 individuals in finding their present job and community agencies helped the remaining 8%. Substantially more G2Y1 individuals had reported that they had found their job on their own (54%), while substantially fewer (21%) of the G2Y1 respondents had found their job with the help of family or friends (see Figure 19).

Fig. 18 SOURCES OF HELP WITH PERSONAL PROBLEMS - SC

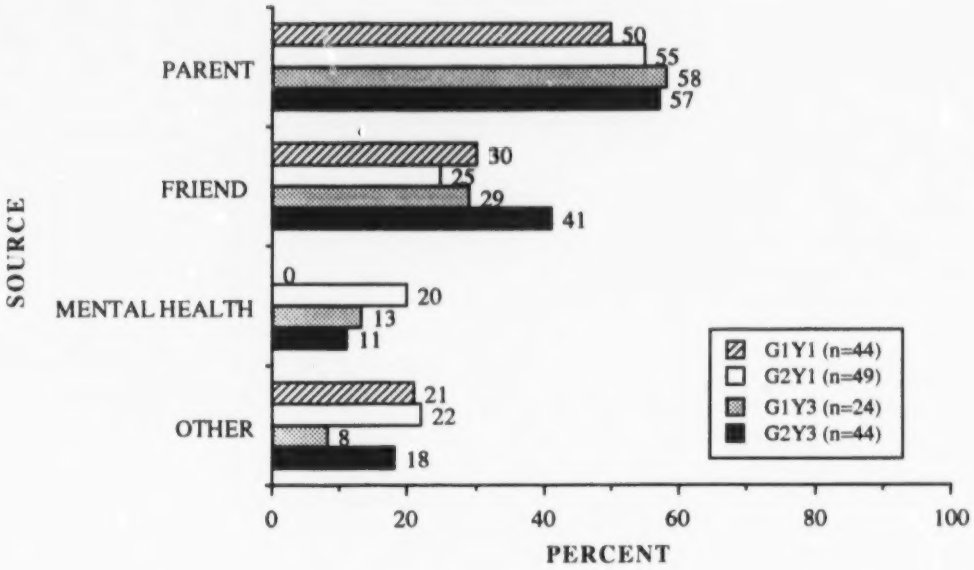
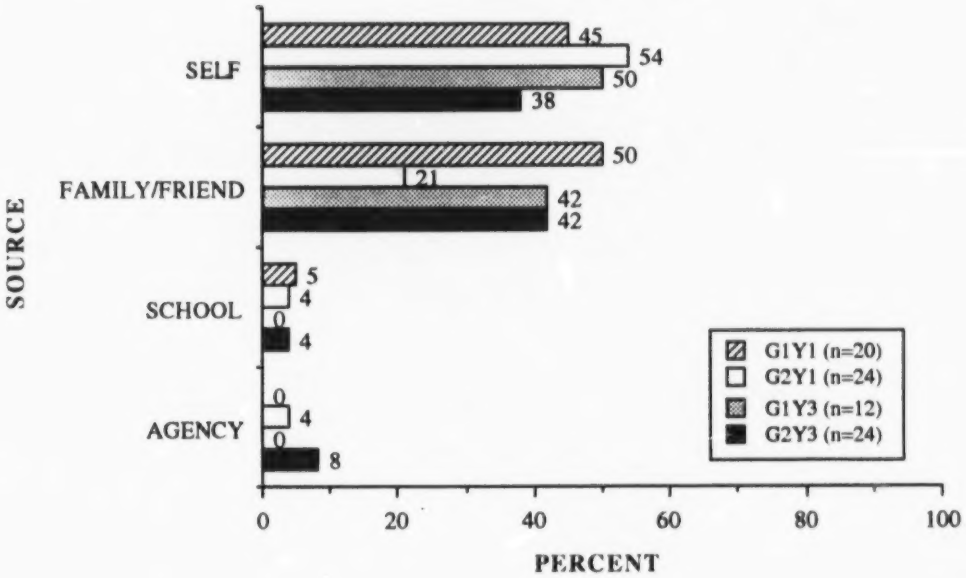


Fig. 19 SOURCE OF HELP IN FINDING PRESENT JOB - SC



Forty percent of the G2Y3 respondents were employed as laborers, an additional 40% were employed as service workers, 8% were operatives, and the remaining 12% were employed at higher status occupations. Twenty percent of the G2Y3 individuals had been employed at their present job for <6 months, 16% for 6 to 12 months, 24% for 1 to 2 years, and 40% for more than 2 years. Substantially more G2Y1 individuals had been employed at their present job for <6 months (46%) and for 6 to 12 months (38%) (see Figure 20). Substantially fewer G2Y1 individuals had been employed at their present job for from 1 to 2 years (8%) and for >2 years (8%).

Over two-thirds of the G2Y3 individuals (68%) reported working full-time, while 24% were working from 21 to 37 hours per week, and 8% were working less than 21 hours per week The average wage for the G2Y3 employed individuals was $4.31 per hour, an increase of $.30 per hour from the average amount reported at the G2Y1 interview (see Figure 21). When G2Y3 individuals were asked about the job benefits they received, 12% reported getting sick leave, 28% received vacation time, 24% received health insurance, and 16% received free meals.

Perceptions of High School

Eighty-three percent of the G2Y3 respondents believed their high school program had been either helpful or very helpful in teaching them how to deal with personal problems, substantially higher than the response for the G2Y1 respondents (63%) (see Figure 22). Eighty-eight percent also felt that their high school program had been helpful or very helpful in teaching them reading skills and 71% felt that their program had been helpful/very helpful in teaching them math. Substantially fewer G2Y1 individ-

Fig. 20 LENGTH OF TIME IN CURRENT JOB SC

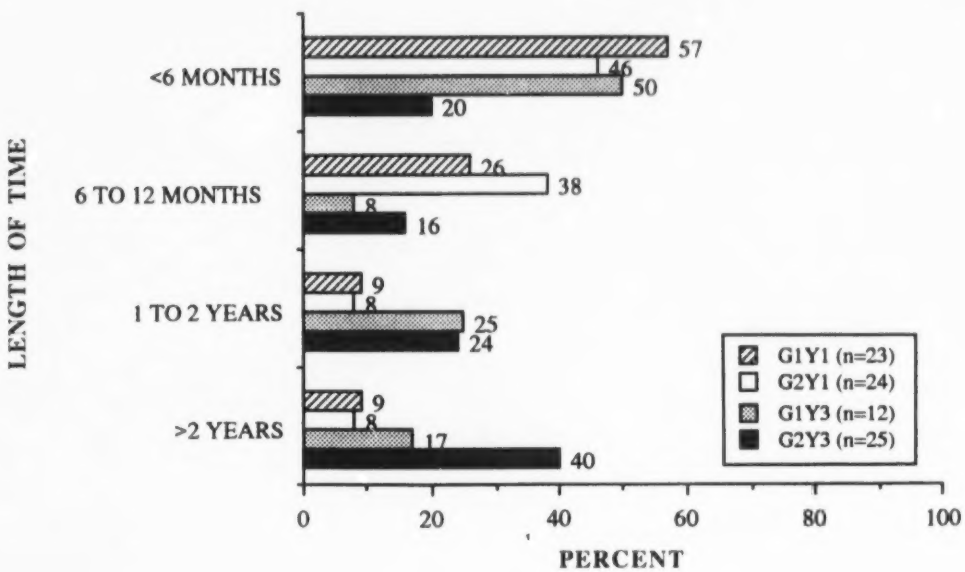


Fig. 21 WAGES EARNED FROM CURRENT JOB SC

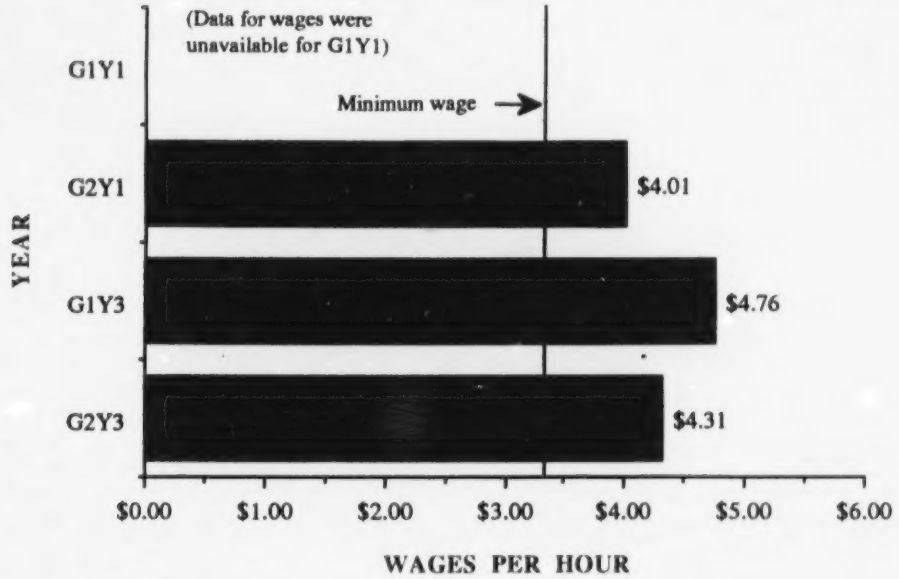
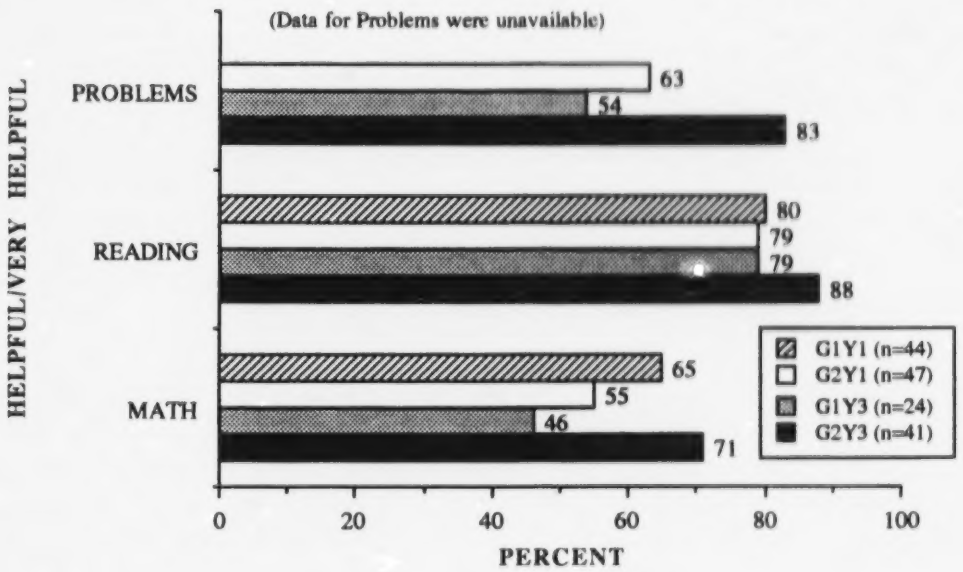


Fig. 22 PERCEPTIONS OF HELPFULNESS OF ACADEMIC PROGRAM - SC



uals (55%) had felt that their program had been helpful/very helpful in teaching them math.

In response to questions which asked how the G2Y3 individuals felt that their high school program had prepared them in job-related areas, 64% said their program had been helpful/very helpful in preparing them to find a job; substantially fewer G2Y1 individuals (45%) felt that their program had been helpful/very helpful in preparing them to find a job (see Figure 23). Sixty-six percent of the G2Y3 persons felt that their program had been either helpful or very helpful in preparing them to keep a job. Of those respondents who were employed, 50% felt that their high school program had been either helpful or very helpful in preparing them for their present job.

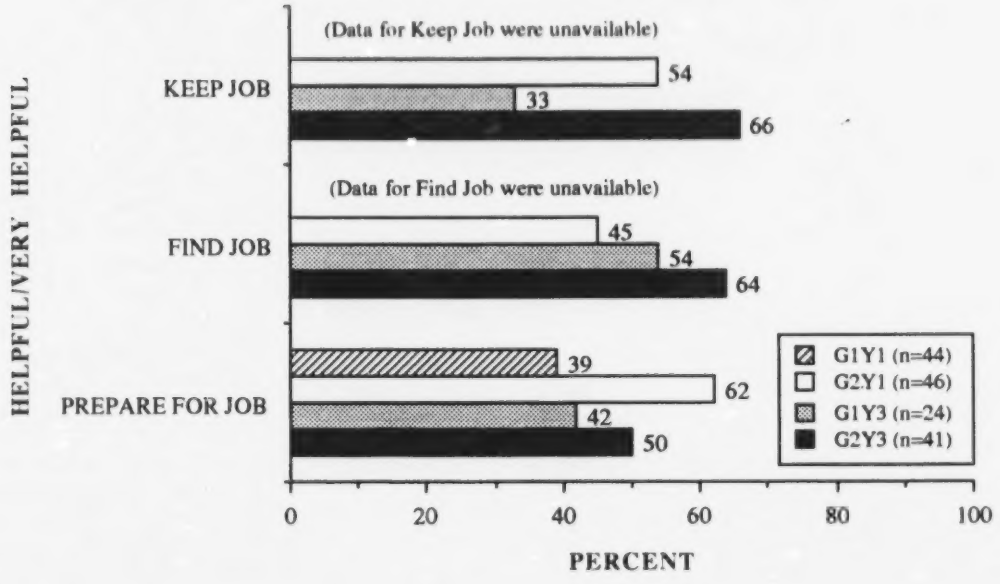
Successful Persons

The composites that were used to judge the successful adult adjustment for the total group also were applied to the students involved in special class programs. When the criteria were applied to the G2Y1 individuals 4% (n=2) of the respondents were successful at the high level and an additional 20% (n=9) were successful at the low level. At the time of the G2Y3 interview none of the respondents met the high criteria for success; 21% (n = 8) individuals met the low criteria for success.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the

Fig. 23 PERCEPTIONS OF HELPFULNESS OF VOCATIONAL PROGRAM - SC



other.

Differences between Groups for the Same Year. There were substantial differences between Groups 1 and 2 at Year 1 in the proportion of people who: lived with relatives, found their present job with help from family or friends, and perceived school as helpful/very helpful in preparing them for their present job.

At Year 3 several substantial differences were observed between Groups 1 and 2 relative to the proportion of individuals who: lived with relatives; paid none of their living expenses; paid all of their living expenses, received financial assistance from parents, perceived school as helpful/very helpful in teaching them how to keep a job, perceived school as helpful/very helpful in teaching them how to deal with personal problems, perceived school as helpful/very helpful in teaching them practical math skills, held a job in competitive employment, talked to Job Service about work, talked to JTPA about work, and received health insurance as a fringe benefit from their present employer.

Differences between Groups in Changes from Years 1 to 3. For Group 1, substantial changes occurred between Years 1 and 3 in the proportion of people who: paid some of their living expenses, talked to JTPA about a job, worked as a laborer, worked in a higher status job, and perceived school as helpful/very helpful in teaching them practical math skills.

For Group 2, substantial changes occurred between Years 1 and 3 in the proportion of individuals who: paid none of their living expenses, paid all of their living expenses, received no financial assistance, received help from friends concerning their personal problems, perceived school as helpful/very helpful in teaching them to deal with their personal problems, perceived school as helpful/very helpful in teaching them practical math skills, perceived school as helpful/very helpful in teaching them how to find a job, found their present job on their own, found their present job with the help of family or friends, had been in their present job for less than 6 months, and had been in their present job for more than 2 years.

Conclusions regarding Comparison. Sixteen variables and 64 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the Special Class subgroup, differences were found for 36% of the categories. The difference in the proportion of successful G2Y3 vs. G1Y3 individuals was 12% in favor of G2Y3 when the low criteria were applied; no difference was found when the high criteria were applied.

By Graduation Status

Results in this part of the monograph are presented in two sections. The first part presents data for graduates and the second part provides data for dropouts.

Graduates

General Status

Marital status/living arrangements. Eighty-one percent of the G2Y3 graduates said they were single three years after graduation, 16% said they were married, and the remaining 3% were either divorced or separated. Three years after graduation 30% of the G2Y3 graduates reported living independently, 46% were living with a relative, 16% were living with friends, and 4% were either buying a home or living in a situation termed "other". None of the G2Y3 graduates were living in a residential setting (e.g., a mental health or correctional facility).

Financial status. Forty-seven percent of the G2Y3 graduates reported paying all of their living expenses and 18% said they were paying none of their living expenses. The proportion of graduates who reported paying for some of their living expenses was 35%. Substantially more G2Y1 graduates had reported that they paid none of their living expenses (35%) and substantially fewer reported paying for all of their living expenses (22%) (see Figure 24).

Fifty-eight percent of the G2Y3 graduates reported receiving no financial assistance, 16% were receiving financial assistance from their parents, 14% were receiving financial help from DHS, and no one reported receiving financial assistance from relatives. Substantially fewer G2Y1 graduates had reported that they did not receive any financial assistance (37%) and substantially more G2Y1 graduates reported receiving financial assistance from their parents (42%) (see Figure 25).

Postsecondary training. Over one-third (37%) of the G2Y3 graduates reported they had received some postsecondary training at a community college, a substantial increase from the G2Y1 response (22%) (see Figure 26). Seven percent of the G2Y3 graduates responded that they had participated in a private training program and 5% had received military training. However, half (51%) of the G2Y3 graduates reported they had not received any training since leaving high school.

Leisure activities. Sixty-eight percent of the G2Y3 graduates reported that they participated in from one to three leisure activities. Fourteen percent said that they participated in from four to six leisure activities and 7% participated in more than six leisure activities. Only 11% reported that they did not participate in any leisure activities.

Fig. 24 PROPORTION OF EXPENSES GRADUATES PAY

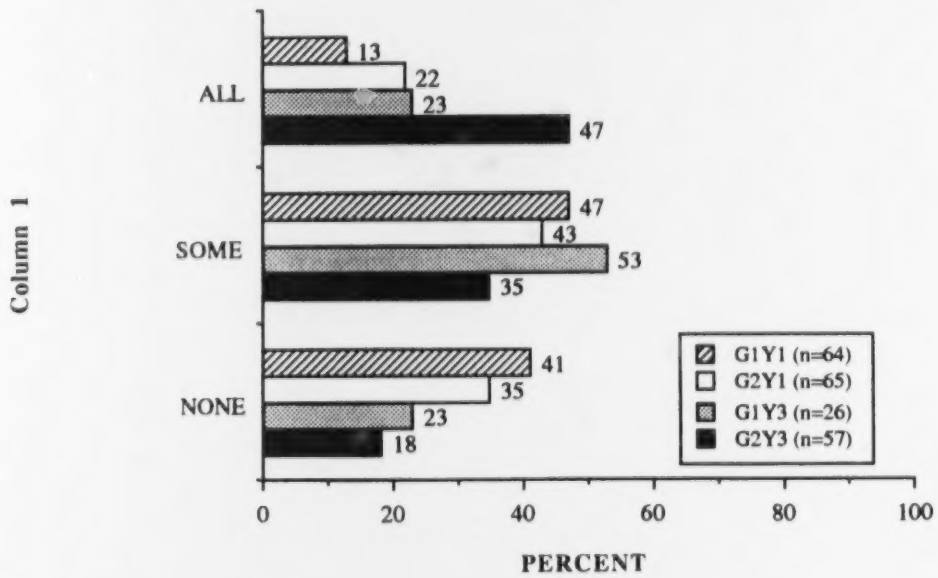


Fig. 25 SOURCES OF FINANCIAL ASSISTANCE GRADUATES

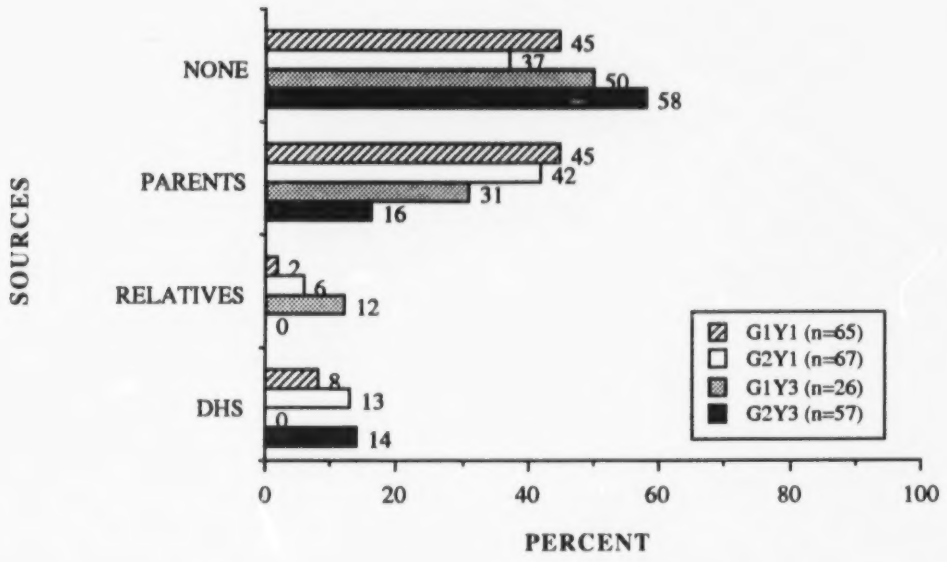
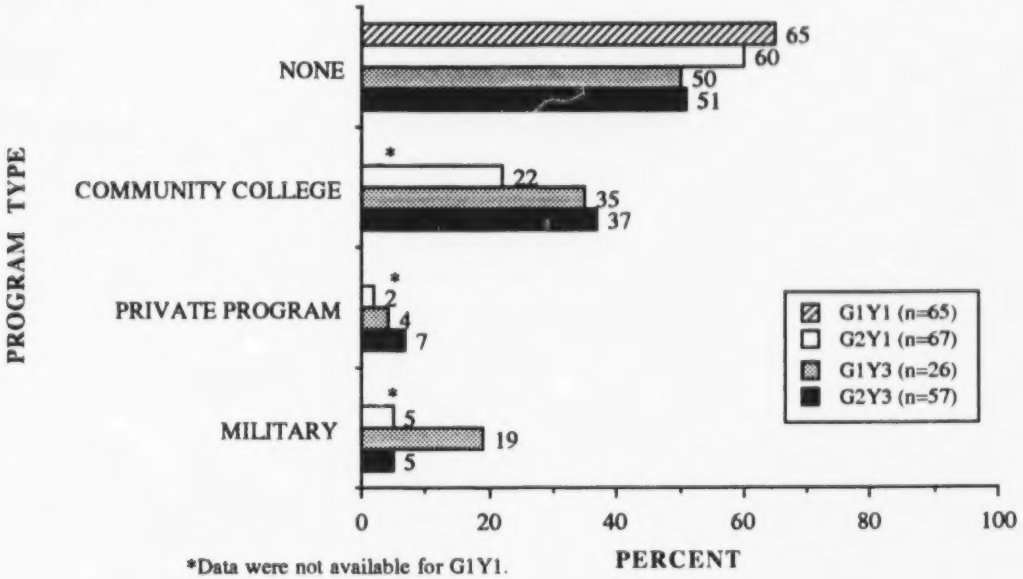


Fig. 26 PARTICIPATION IN POSTSECONDARY TRAINING - GRADUATES



*Data were not available for G1Y1.

Personal problems. Almost two-thirds (63%) of the G2Y3 graduates reported receiving help with their personal problems from their parents, while 54% said that their friends helped them with personal problems. An additional 5% of G2Y3 graduates received help from mental health personnel, while 14% reported receiving help from other sources. Substantially more G2Y3 graduates than G2Y1 graduates (36%) reported that they received help with their personal problems from a friend (see Figure 27).

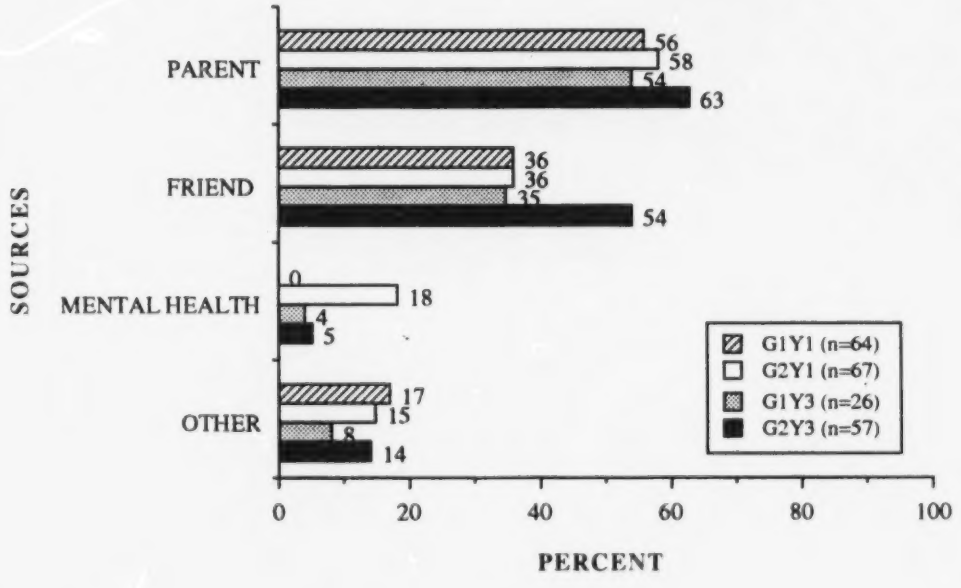
Information on Employment

Sixty-nine percent of the G2Y3 graduates were employed, 20% were not employed, and 11% were otherwise engaged. Ninety-three percent of those who were employed worked in competitive jobs and 5% worked in a sheltered workshop setting. Three percent reported working in a community job that was supervised by personnel from a sheltered workshop.

Over half (54%) of the G2Y3 respondents said that they had talked to Job Service of Iowa about employment opportunities. They also reported talking to the following agencies: JTPA (19%), Vocational Rehabilitation (21%), community college personnel (23%), and DHS (9%). However, of those G2Y3 graduates who were employed, 51% said that they found their present job themselves, while 38% reported that they found their present job with the help of family and/or friends. Three percent reported help from the school and 5% said that an agency helped them find their job. Employed respondents from G2Y3 were working in the following types of jobs: 26% were laborers, 46% were service workers, 3% were operatives, and 26% were employed at higher status occupations.

Over half (59%) of the G2Y3

Fig. 27 SOURCES OF HELP WITH PERSONAL PROBLEMS - GRADUATES



graduates said that they were employed full-time (>37 hours per week). An additional 31% reported working from 21 to 37 hours per week, 10% worked <21 hours per week, and 4% responded that they worked other types of hours (i.e., seasonal or irregular weekly hours). Twenty-six percent of the employed graduates reported that they had been working at their present job for <6 months, 18% had been there from 6 to 12 months, 28% had worked there from 1 to 2 years, and 28% had worked at their job for >2 years. There were two substantial changes from G2Y1, when 46% said they had worked <6 months and 8% had worked >2 years (see Figure 28).

The average wage for the employed G2Y3 graduates was $4.27 per hour (see Figure 29). This figure reflected a $0.58 per hour increase over the average wage, $3.69, which was reported at the G2Y1 interview.

Fifteen percent of the G2Y3 graduates reported receiving sick leave benefits. Almost one-third said they received vacation time (31%) and/or health insurance (31%), while 13% responded that they received free meals.

Perceptions of High School

Eighty-two percent of the G2Y3 graduates said that they felt that their program in high school had been either helpful or very helpful in teaching them how to deal with their personal problems. In addition, more G2Y3 graduates felt that their reading instruction had been helpful/very helpful (82%) than had their math instruction (70%).

Almost two-thirds of the G2Y3 graduates felt that their high school program had been helpful or very helpful in helping them find a job (63%) and keep a job (64%). Of those graduates who were employed, 42% said that their high school program had been helpful in

Fig. 28 LENGTH OF TIME IN CURRENT JOB GRADUATES

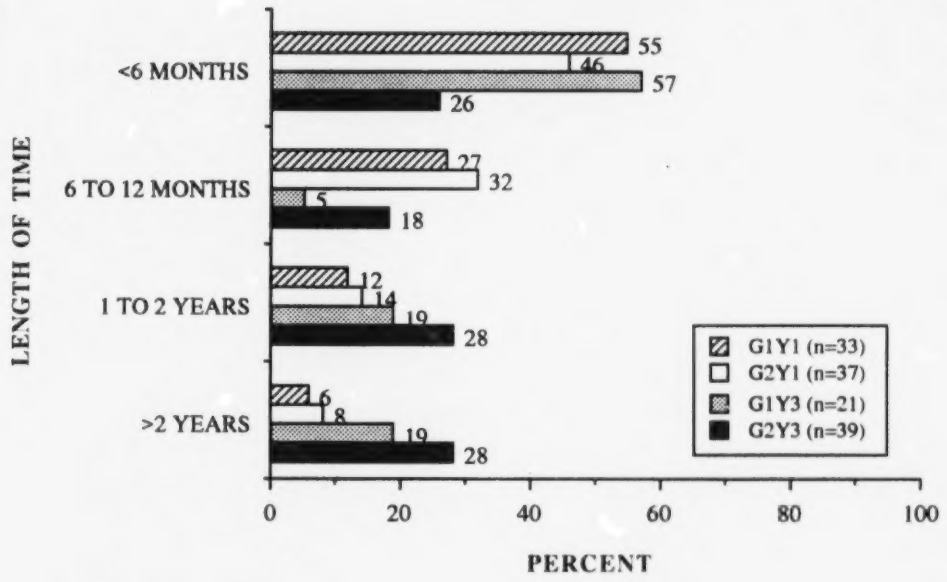
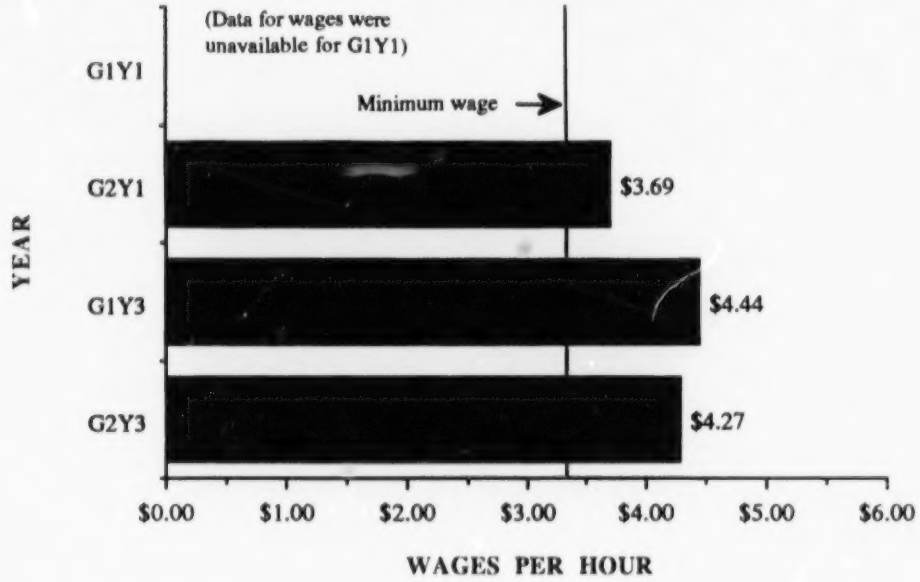


Fig. 29 WAGES EARNED FROM CURRENT JOB GRADUATES



preparing them for their present job. Substantially more G2Y1 graduates (66%) had said that their high school program had been helpful in preparing them for their present job (see Figure 30).

Successful Persons

The composites that were used to judge successful adult adjustment for the total group also were applied to the graduates. When the criteria were applied to the G2Y1 individuals, 3% (n=2) of the graduates were successful at the high level and an additional 17% (n=10) of the graduates were successful at the low level. At the time of the G2Y3 interview none of the graduates met the high criteria for success; 27% (n=14) met the low criteria.

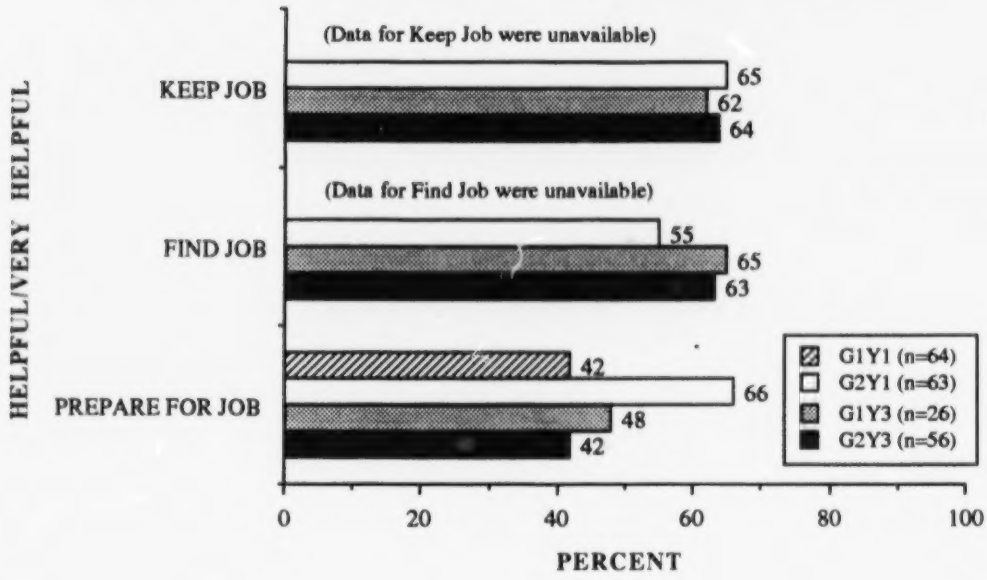
Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. There were substantial differences between Groups 1 and 2 at Year 1 in the proportion of people who: received sick leave as a job benefit, received vacation time as a fringe benefit, and perceived their school as being helpful/very helpful in preparing them for their present job.

At Year 3 several substantial differences were observed between Groups 1 and 2 relative to the proportion of individuals who: were living independently, were living with relatives, paid all their living expenses, received financial assistance from parents, received help from

Fig. 30 PERCEPTION OF HELPFULNESS OF VOCATIONAL PROGRAM - GRADUATES



friends concerning their personal problems, talked to Job Service about employment, talked to JTPA about jobs, received help from a community agency in finding their present job, held a higher status job, and had been in their present job for less than 6 months.

Differences between Groups in Changes from Years 1 to 3. For Group 1, substantial changes occurred between Years 1 and 3 in the proportion of people who: talked to Job Service about work, talked to JTPA about finding a job, talked to a community college about work received help from family or friends in finding their present job, worked as a laborer, worked in a higher status job, held their present job from 6-12 months; and received meals as a fringe benefit from their employer.

For Group 2, substantial changes occurred between Years 1 and 3 in the proportion of individuals who: received no financial assistance, received financial assistance from their parents, received help from "other" sources concerning their personal problems, held a job as a service worker, had been in their present job for less than 6 months, held their present job for more than 2 years, and perceived school as helpful/very helpful in preparing them for their present job.

Conclusions regarding Comparison. Sixteen variables and 64 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the graduates, differences were found for 33% of the categories. The difference in the proportion of successful G2Y3 vs. G1Y3 individuals was 6% in favor of G2Y3 when the low criteria were applied; no differences were found when the high criteria were applied.

Dropouts

General Status

Marital status/living arrangements. Sixty percent of the G2Y3 dropouts said they were single, while 36% reported being married. The remaining 4% were either separated or divorced. These results were substantially different from the marital status for the dropouts at the G2Y1 interview, when only 14% reported that they were married and 86% were single (see Figure 31). Approximately one-third (36%) of the G2Y3 dropouts reported living independently, while 20% were living with relatives, 8% were living with a friend, 12% were buying a home, 12% were in residential facilities (e.g., a mental health or correctional facility), and 12% were living in some other situation. Only one kind of living arrangement differed substantially from G2Y1, when 50% of the dropouts reported that they were living with a relative (see Figure 32).

Financial status. Almost half (48%) of the G2Y3 dropouts said they were paying all of their living expenses. An additional 20% were paying some of their living expenses, though almost one-third (32%) were paying none of their expenses. The proportion of G2Y3 dropouts who were paying all of their living expenses was substantially greater than at G2Y1 (23%) (see Figure 33). In addition, over half (56%) of the G2Y3 dropouts reported that they received no financial assistance. Eight percent were receiving financial assistance from their parents, 4% from relatives, and 16% received financial assistance from DHS. There were two substantial changes from the G2Y1 responses, when almost one-third reported receiving financial assistance from their parents and/or DHS (32%) (see Figure 34).

Fig. 31 MARITAL STATUS DROPOUTS

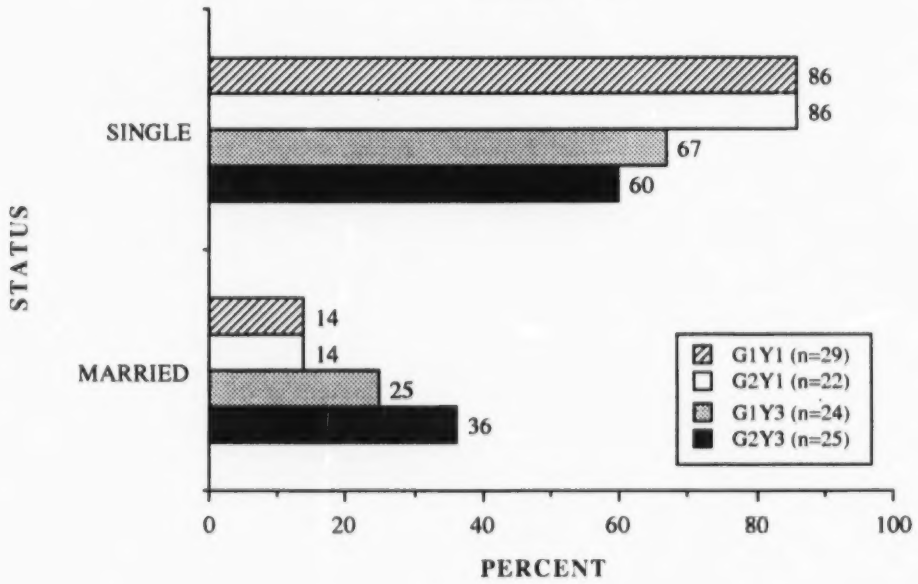


Fig. 32 LIVING ARRANGEMENTS
DROPOUTS

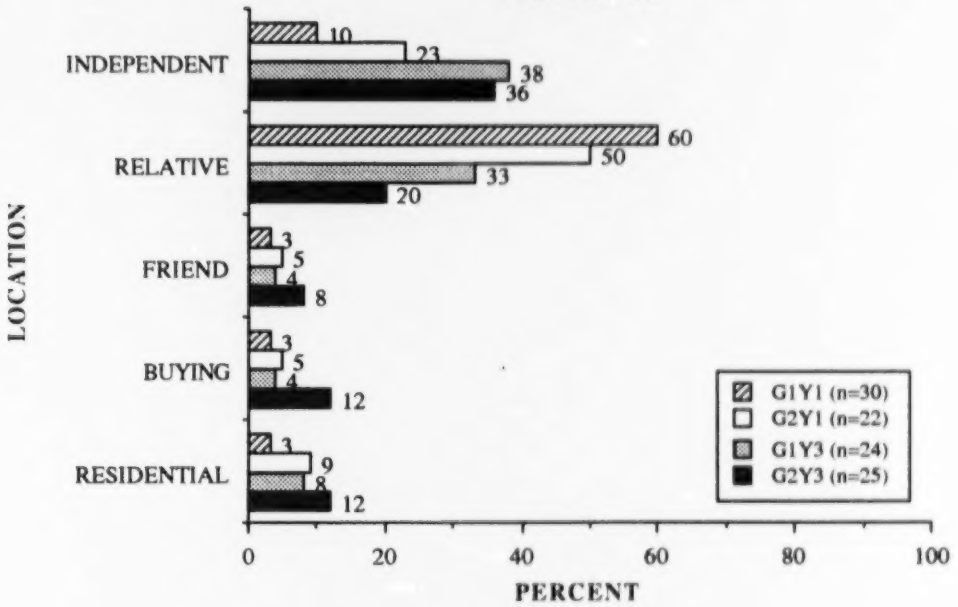


Fig. 33 PROPORTION OF EXPENSES
DROPOUTS PAY

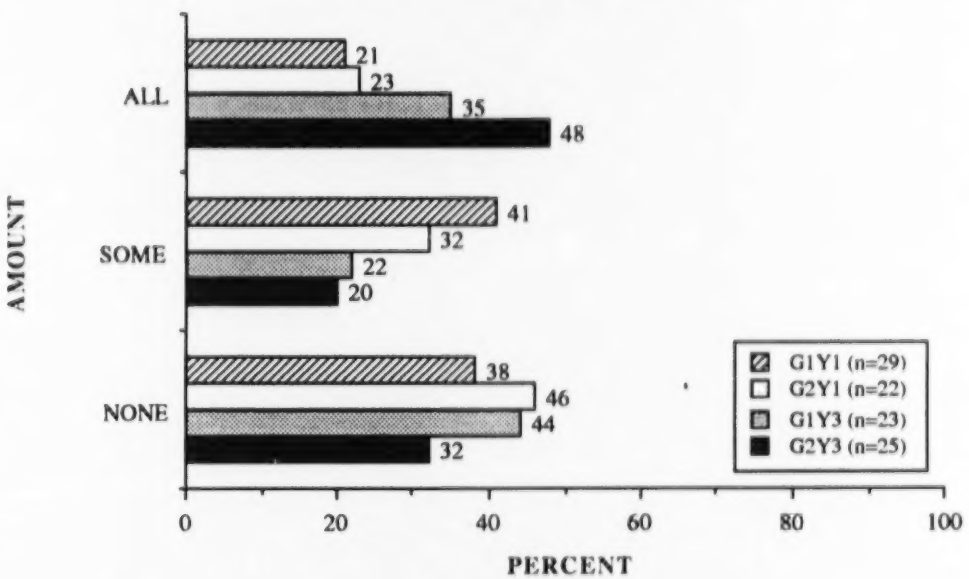
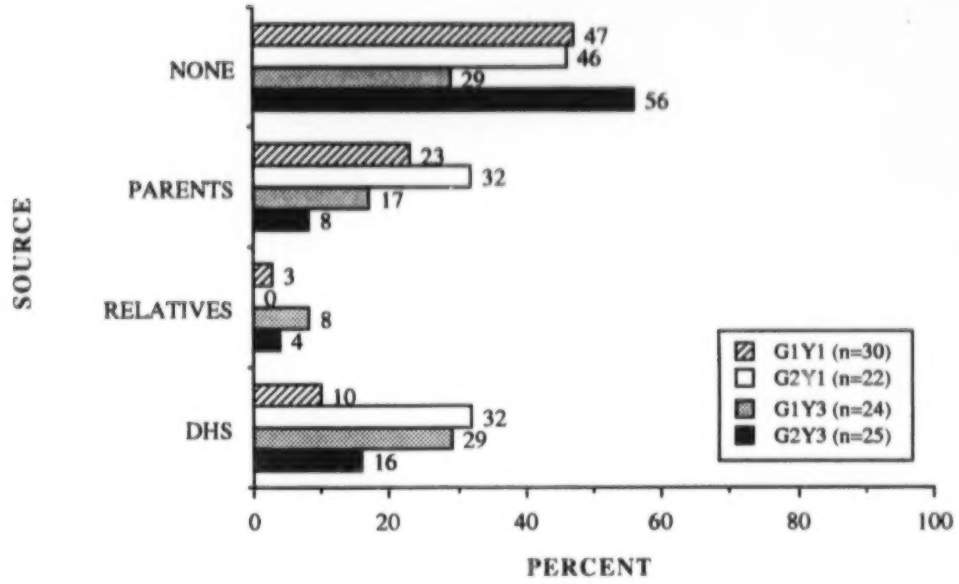


Fig. 34 SOURCES OF FINANCIAL ASSISTANCE DROPOUTS



Postsecondary training. Twenty percent of the G2Y3 dropouts said they had participated in postsecondary training at either community colleges or in a private program. An additional 8% reported receiving postsecondary training in the military. Almost half (48%), however, reported that they had not received any type of postsecondary training.

Leisure activities. Fifty-two percent of the G2Y3 dropouts responded that they participated in from one to three leisure activities. Twenty-four percent said they participated in from four to six leisure activities, 4% participated in more than six leisure activities, and 20% reported that they didn't participate in any leisure activities.

Personal problems. The responses of the G2Y3 dropouts concerning who helped them with personal problems showed that 36% received help from parents, 28% were helped by friends, and 12% were helped by mental health workers or others. There was only one substantially different response from the G2Y1 interview, when 59% of the dropouts reported receiving help from parents with their personal problems (see Figure 35).

Information on Employment

Sixty percent of the G2Y3 dropouts were employed, 32% were unemployed, and 8% were otherwise engaged. Two of these figures differ substantially from the employment status for the G2Y1 dropouts, when 36% were employed and 55% were unemployed (see Figure 36). Of the G2Y3 dropouts who were employed, 93% were working in competitive employment, and 7% were working in sheltered workshops.

Over half (56%) of the G2Y3 dropouts said that they had talked to Job Service of Iowa about employment opportunities. Forty percent had talked to

Fig. 35 SOURCES OF HELP WITH PERSONAL PROBLEMS - DROPOUTS

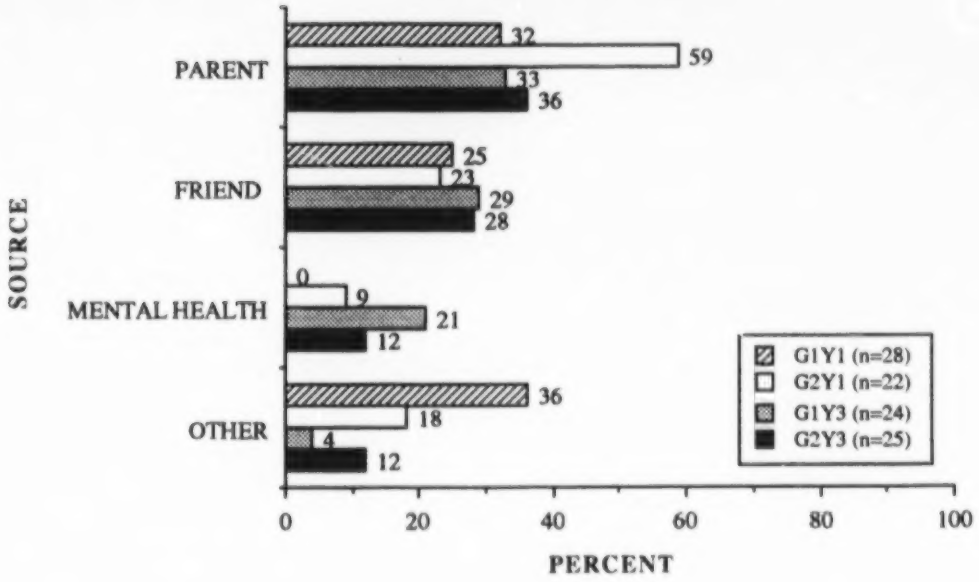


Fig. 36 CURRENT EMPLOYMENT STATUS DROPOUTS

JTPA, 12% had talked to Vocational Rehabilitation and/or DHS, and 8% had talked to community college personnel. However, half (50%) of the G2Y3 dropouts also reported finding their present job on their own, an additional 21% found their job with the help of family or friends, and 14% used an agency to help find their present job. The number of dropouts who said that their family or friends helped them find their job was substantially less than the responses provided in the G2Y1 interview, when 38% said that they received such help (see Figure 37).

Almost half (47%) of the G2Y3 dropouts were employed as laborers, while 7% were service workers, 27% were operatives, and 20% were employed at higher status jobs. Responses from the G2Y1 interview differed substantially concerning the following three job types: laborers (13%), service workers (25%), and higher status jobs (50%) (see Figure 38).

Almost all (93%) of the G2Y3 dropouts who were employed were working full-time. The remaining 7% reported working from 21 to 37 hours per week. The number of dropouts who were working full-time at the G2Y1 interview (75%) differed substantially from the G2Y3 interview (see Figure 39). Almost two-thirds (60%) of the G2Y3 respondents had been working at their present job for <6 months, while 27% had been working there from 6 to 12 months and 13% had been working there for >2 years. The only substantial difference in responses from those obtained at the G2Y1 interview concerned who worked at their present job for 1 to 2 years, where the proportion was 25% (see Figure 40).

The average hourly wage for the employed G2Y3 dropouts was $5.31 (see Figure 41). Those wages were slightly less ($0.07 per hour) than the average wages reported by the dropouts at the

Fig. 37 SOURCE OF HELP IN FINDING PRESENT JOB - DROPOUTS

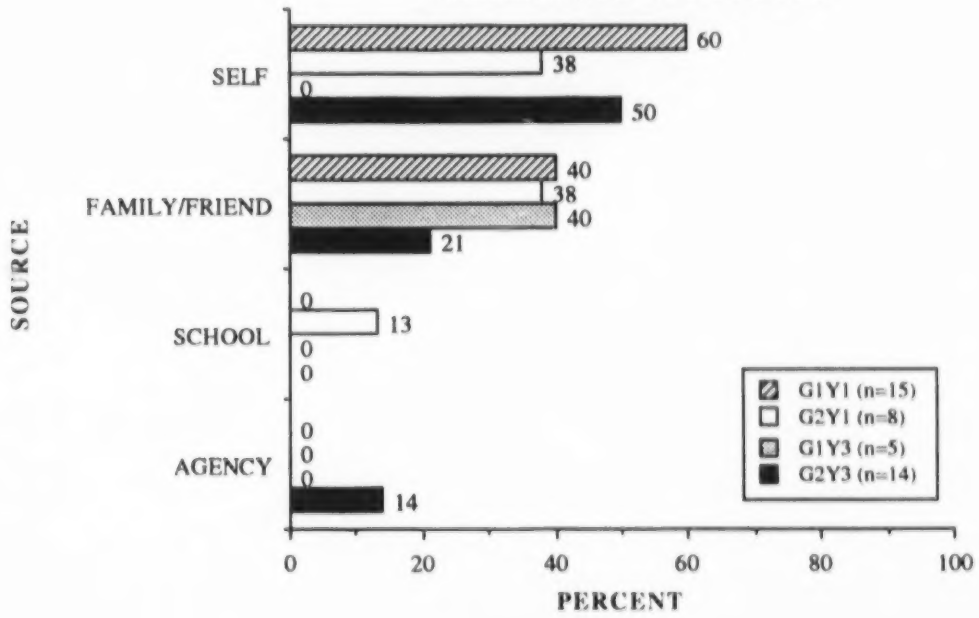


Fig. 38 CURRENT JOB CLASSIFICATION DROPOUTS

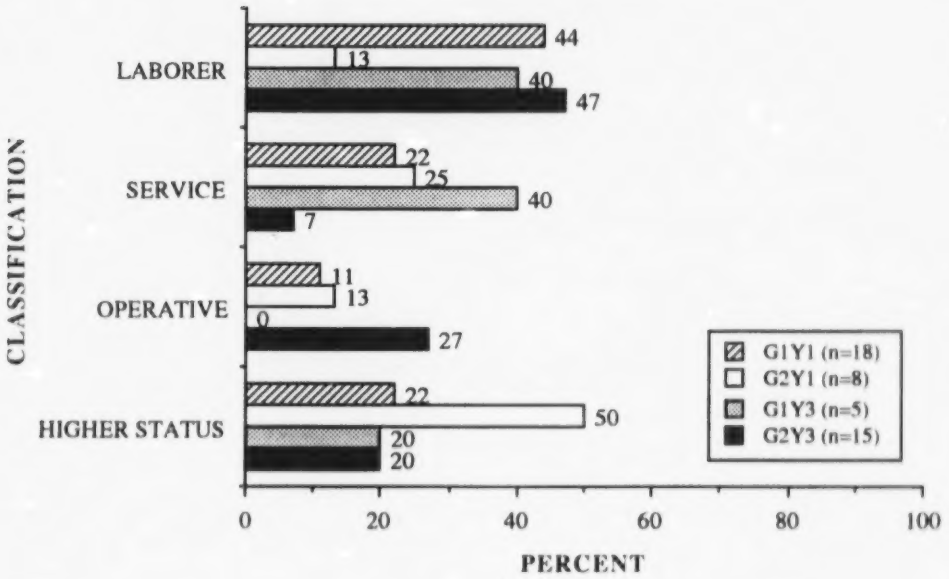


Fig. 39 NUMBER OF HOURS WORKED PER WEEK DROPOUTS

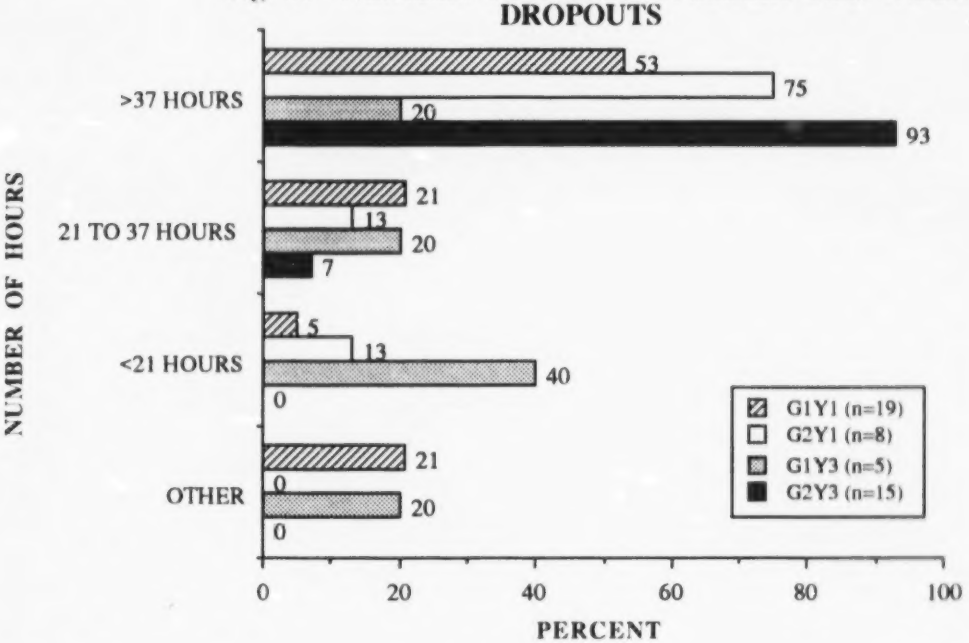


Fig. 40 LENGTH OF TIME IN CURRENT JOB DROPOUTS

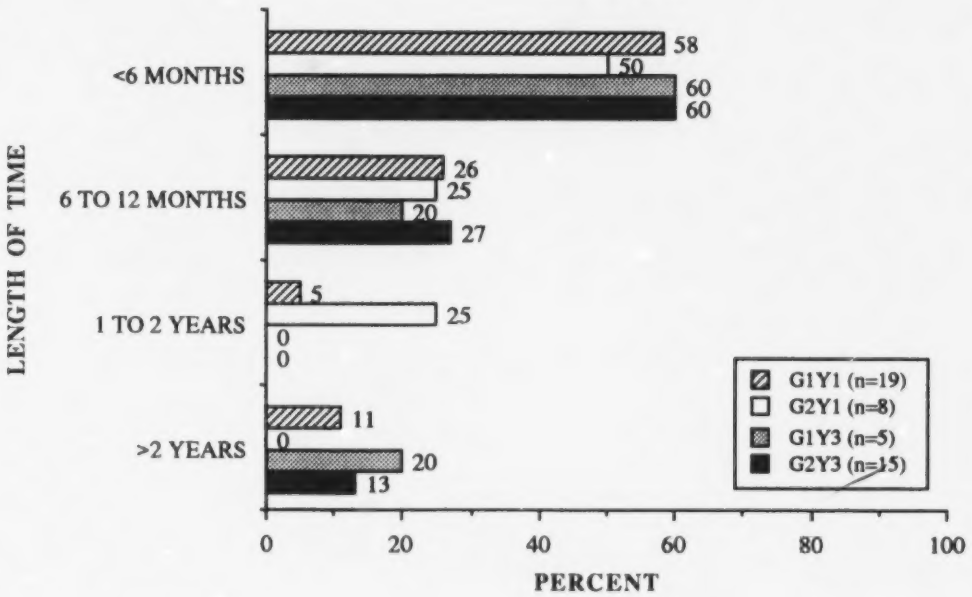
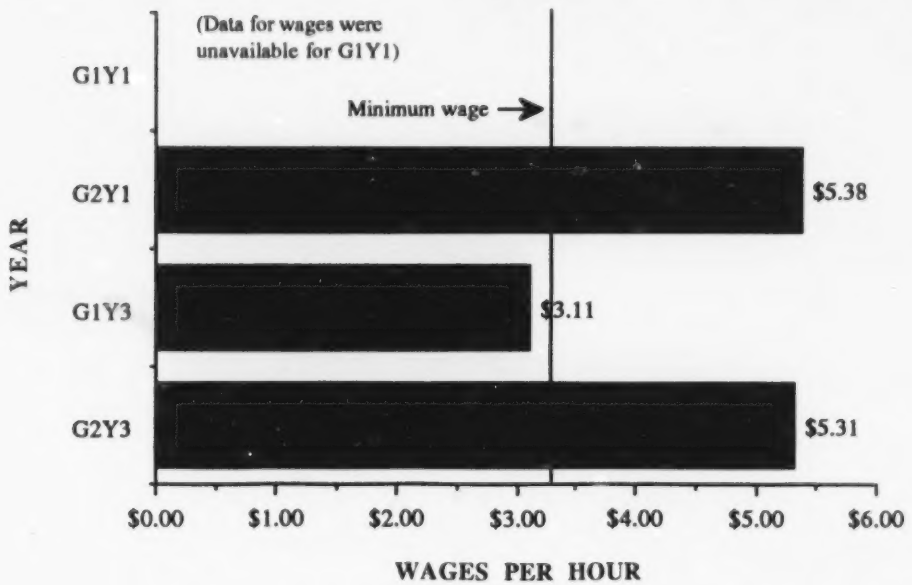


Fig. 41 WAGES EARNED FROM CURRENT JOB DROPOUTS



time of the G2Y1 interview.

Twenty-seven percent of the G2Y3 dropouts reported receiving sick leave benefits, 33% received vacation time, 40% received health insurance, and 20% received free meals. Responses of the G2Y1 dropouts differed substantially on the proportion who received vacation time (13%) and health insurance (25%) (see Figure 42).

Perceptions of High School

Almost half (52%) of the G2Y3 dropouts felt that their high school program had been helpful or very helpful in helping them learn how to deal with personal problems. Ninety-one percent said their program had been helpful/very helpful in teaching them how to read and 65% felt the same way about their math preparation. The G2Y3 respondents felt substantially better about their preparation in math than they had at the time of the G2Y1 interview (41%) (see Figure 43).

Fifty-seven percent of the G2Y3 dropouts felt their program had been helpful/very helpful in preparing them to find a job and 61% felt the same way about being prepared to keep a job. Of those G2Y3 dropouts who were employed, 71% felt that their high school program had been helpful or very helpful in preparing them for their present job. Substantially fewer G2Y1 dropouts felt that their high school vocational program had been helpful/very helpful in preparing them to find a job (32%), keep a job (38%), or prepare them for their present job (50%) (see Figure 44).

Successful Persons

The composites that were used to judge the successful adult adjustment for the total group also were applied to the students who dropped out of high school. When the criteria were applied to the

Fig. 42 JOB BENEFITS RECEIVED DROPOUTS

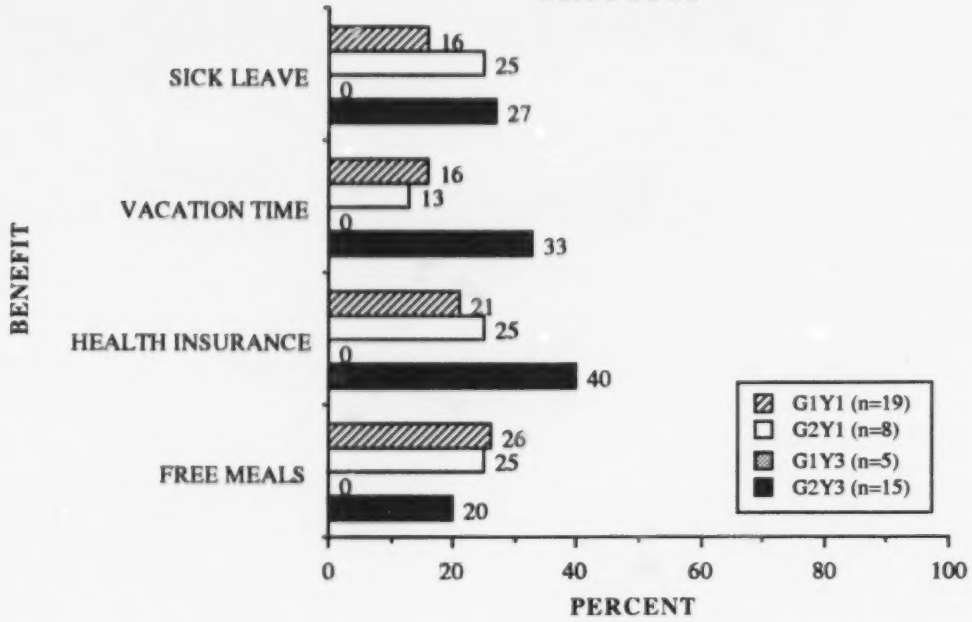


Fig. 43 PERCEPTIONS OF HELPFULNESS OF ACADEMIC PROGRAM - DROPOUTS

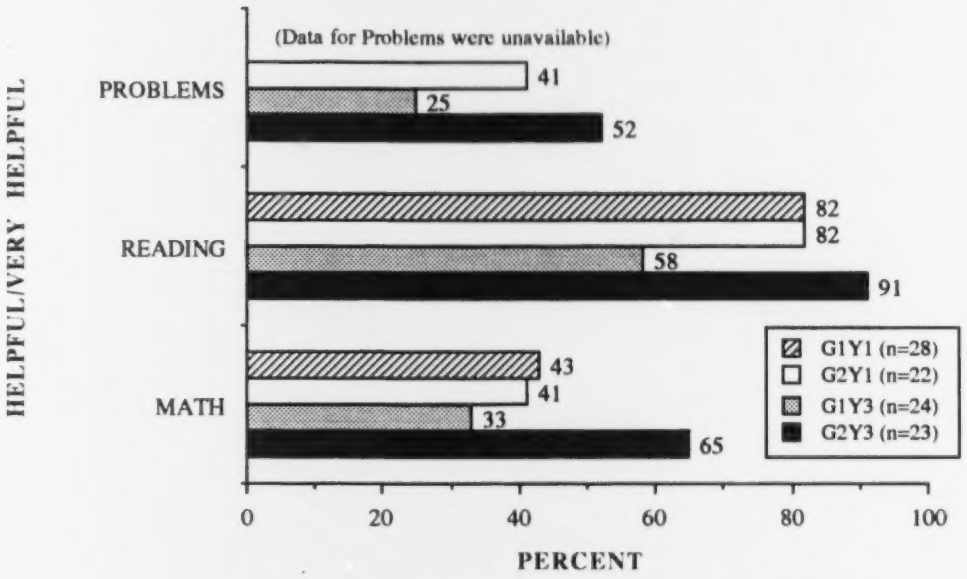
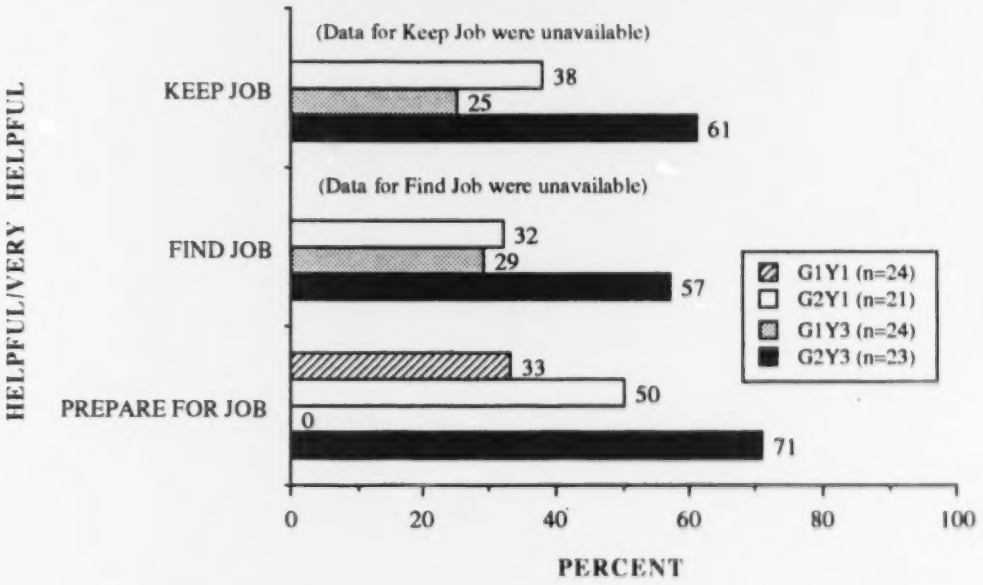


Fig. 44 PERCEPTION OF HELPFULNESS OF VOCATIONAL PROGRAM - DROPOUTS



G2Y1 dropout group, 5% (n = 1) met the criteria for successful adult adjustment at the high level and an additional 20% (n=4) met the criteria for successful adult adjustment at the low level. At the time of the G2Y3 interview 10% (n=2) of the dropouts met the high criteria for success, while an additional 24% (n=5) met the low criteria for success.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. There was a substantial difference between Groups 1 and 2 at Year 1 in the proportion of people who: received financial assistance from the Department of Human Services, received help from parents concerning their personal problems, received help from "other" sources concerning their personal problems, were employed, were unemployed, found their present job on their own, held a job as a laborer , held a job in higher status occupations, worked full time, and worked "other" hours.

At Year 3 several substantial differences were observed between Groups 1 and 2 relative to the proportion of individuals who: received no financial assistance, participated in from 1-3 leisure activities, were employed, were unemployed, found their present job on their own, received help from family or friends in finding their present job, held a job as a service worker, held a job as an operative, worked full time, worked less than 21 hours per week, worked "other" hours, held their present job 1-2 years, received sick leave from their employer, received vacation time from their employer, received health insurance from their employer, and received meals from their employer.

Differences between Groups in Changes from Years 1 to 3. For Group 1, substantial changes occurred between Years 1 and 3 in the proportion of people who: were living independently, were paying some of their living expenses, received financial assistance from the Department of Human Services, received no financial assistance, did not participate in any postsecondary training, received help from "other" sources concerning their personal problems, received help from mental health agencies with their personal problems, were employed, were unemployed, talked to JTPA about finding a job, found their present job on their own, held a job as a service worker, worked full time, worked less than 21 hours per week, received sick leave from their employer, received vacation time from their employer, received health insurance from their employer, perceived their school as helpful/very helpful in teaching them to read, perceived their school as helpful/very helpful in teaching them how to find a job, and perceived their school as helpful/very helpful in preparing them for their present job.

For Group 2, substantial changes occurred between Years 1 and 3 in the proportion of individuals who: received financial assistance from their parents, received financial assistance from the Department of Human Services, received help from their parents with their personal problems, found their present job with the help of family or friends, held a job as a laborer, held a job as service worker, held a higher status job, worked full time, had been in their present job for 1-2 years, received vacation time from their employer, received health insurance from their employer, perceived their school as helpful/very helpful in teaching them

practical math skills, perceived their school as helpful/very helpful in teaching them how to find a job, and perceived their school as helpful/very helpful in preparing them for their present job.

Conclusions regarding Comparison. Sixteen variables and 64 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the dropouts, differences were found for 50% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 24% in favor of G2Y3 when the low criteria were applied, and 10% in favor of G2Y3 when the high criteria were applied.

DISCUSSION

This section is organized to respond to four major questions.

1. What was the level of adult adjustment of individuals with behavioral disorders three years after their high school class had graduated?
2. What major changes occurred in the adult adjustment of individuals with behavioral disorders in the period from one to three years after their high school class had left school?
3. Do the data on the two separate groups of individuals (Groups 1 and 2) indicate a true replication of the results?
4. What implications do the results of this study have for programming in our schools and for the transition planning process?

Within each section we also discuss major differences between those individuals from RTP and special class program models and between graduates and dropouts. It should be noted that dropouts were kept with their original high school class for the purpose of this study, although they may have dropped out anytime during their high school years. Thus, dropouts were out of school a minimum of three years and possibly as many as six or seven years at the time of the second interview.

Adult Adjustment Three Years after Leaving School

Using the criteria of "success" which we have proposed, 3% ($n = 2$) of the total Group 2 met the high standard of success and an additional 26% ($n = 19$) met the low criteria three years out of school. Individuals from RTP classes were more successful than those from special classes, with 34% vs. 21% meeting the low criteria of success and 6% vs. 0% meeting the high standards. There were only minor differences (27% vs. 24%, respectively) between graduates and dropouts on the low success criteria and slightly larger differences on the high success criteria (10% vs. 0%).

Approximately two-thirds of the individuals were still living at home or with a relative. Only 48% reported paying all of their living expenses; 57% indicated they received no financial assistance from relatives or social service agencies. Sixty-six percent of the total group were employed, with 66% of these working full time for an average hourly wage of $4.53. Only one-third received health insurance or paid vacations. One-half of the total group had received no postsecondary training three years after graduation.

There were more similarities than differences in the adult adjustment of individuals from resource teaching vs. special class program models. There were no major differences (greater than or equal to 15%) between the groups on independent living variables, percent of employed working full time or most of

the fringe benefits. A higher percentage of those from resource programs, however, were employed and had received some type of postsecondary education. Graduates and dropouts were strikingly similar in their levels of adult adjustment. The groups also did not differ on percent receiving some type of postsecondary education. The only adult living or employment variable on which there was a major difference between the groups was hourly wage, with dropouts making an average of $1.04 per hour more than graduates.

Major Changes in Adult Adjustment 1 vs. 3 Years after Graduation

The second major focus of this study was changes which occurred in the adult adjustment of individuals with behavioral disorders between one and three years after their high school class was graduated. Table 5 presents a summary of significant improvements on the key variables for Group 2, between one and three years out of school. As mentioned before, we have defined "significant improvements" as a change of greater than or equal to·15% in the desired direction. It should be remembered, however, that although significant improvements may have occurred in a specific category, the end result still may not be acceptable levels of adjustment.

As indicated in Table 5, there were positive shifts in a few adult adjustment variables in the period from one to three years out of school. Significantly more individuals paid all of their living expenses and received no financial assistance. This was true for the total group and for individuals from both program models. Graduates and dropouts significantly increased in the percent paying all living expenses, but only graduates increased in requiring no financial assistance. It is interesting that on both variables the percents were similar across program model and graduate/dropout groups. Only those from resource teaching programs increased significantly in living independently, and then only 39% met this criteria.

In terms of employment status the total group, both program model groups, and graduates increased significantly in average hourly wage. It should be noted, however, that dropouts still made over $1.00 per hour more than graduates, even without a significant increase from one to three years after their high school class was graduated. Dropouts did show a significant increase in percent of those employed who were working full time and in percent receiving health insurance and vacations (fringe benefits often are tied to full time employment). Those from resource teaching programs also showed a significant increase in percent receiving paid vacations as a fringe benefit.

Comparisons of Groups 1 and 2

One of the goals of the Iowa Statewide Follow-up Study was to collect data on different graduating classes to determine if the results were consistent across classes. In this monograph we have addressed the comparability of Groups 1 and 2 for the same number of years out of school and in changes from Years 1 and 3. The groups were similar in terms of general functioning level while in high school as measured by the last formal tests administered before graduation, and by their last program placement. A review of the figures indicates some similarities and some differences between Groups 1 and 2. Of the 16 variables and 64 categories within these variables, 16% of the categories showed a major difference between Groups 1 and 2 for the total group. Where differences did exist, however, the shifts from Years 1 to 3 were in the same direction, although not always of the

Table 5

Significant Improvements on Key Variables Between G2Y1 and G2Y3

	Total Group		Subgroups							
			RTP		SC		Graduates		Dropouts	
Variable	Y3	≥15%	Y3	≥15%	Y3	≥15%	Y3	≥15%	Y3	≥15%
General Status										
Lives independently	32	.	39	+	25	.	30	.	36	.
Pays all living expenses	48	+	47	+	48	+	47	+	48	+
No financial assistance	57	+	64	+	55	+	58	+	56	.
Employment Status										
Full-time work	69	.	71	.	68	.	59	.	93	+
Salary (+ .50/hr)	4.53	+	4.74	+	4.31	.	4.27	+	5.31	.
Health insurance	33	.	43	.	24	.	31	.	40	+
Vacation	32	.	36	+	28	.	31	.	33	+
Sick leave	19	.	25	.	12	.	15	.	27	.

Note. The Y3 column indicates the percentage (except for Salary, which is wages/hr) of respondents who reported the level stated at the Year 3 interview. A + in the ≥15% column indicates that an increase ≥15% (except for Salary where a + indicates an increase of $.50/hr) was found from G2Y1 to G2Y3.

same magnitude. These differences could be caused by differences in the economy during the years in which the data were collected, or by other causes which are not readily apparent.

As the data were broken down by subgroups, however, even greater differences appeared between Groups 1 and 2. For individuals from resource teaching programs and special classes, there were differences in 41% and 36% of the variable categories, respectively. When the data were analyzed by graduation status (graduates vs. dropouts), there were major differences in 33% and 50% of the categories, respectively, between Groups 1 and 2.

What we have found in this study appears to indicate that the conclusions drawn for total samples have general applicability to adjacent graduating classes, but that more caution needs to be exercised in generalizing the results for subgroups (i.e., program model and graduation status) across graduating classes.

Implications for Programming and Transition Planning

The implications which these results have for programming in our schools and for the entire transition planning process are complicated by three factors. First, the longer individuals are

out of school, the less confidence we can have in attributing success or lack of success solely to the school program. Second, when differences in the adult adjustment of individuals from different program models occur, they may be a result of the differing functioning levels of the individuals, the differing curricula and other experiences offered in each program, or an interaction between the two. Third, the interview process itself and the resulting contact between the individual and interviewer in the one year interview may have constituted an intervention that would not otherwise have existed. A number of interviewers indicated that they answered specific questions or provided assistance to individuals concerning where to go for help.

With these factors in mind, we do feel that the results of this study suggest a number of implications for families, the individual, school personnel, and youth and adult service providers as they work together in the transition planning process. Without formal transition planning or assistance in the transition process, individuals with behavioral disorders made less than acceptable progress toward adult adjustment in the period from one to three years out of school. To increase the overall adult adjustment of these individuals we recommend changes in both the inschool and postschool phases of their lives.

In the inschool phase more emphasis needs to be placed on laying the foundation for successful transition to adult life. This would include instruction and experiences not only in terms of social skills and interpersonal relationships, but also in terms of preparing for employment and for life in the community. In addition, future adult living, working, and educational environments need to be identified with the individual and his/her family and planning toward these environments needs to begin no later than junior high school. This transition planning needs to be fully implemented into the Individualized Educational Program (IEP) process and drive the development of goals and objectives within the IEP.

In the postschool phase of the individual's preparation a system of support needs to be provided to assist the individual in crossing the bridge to adult life and to adjust in the early phases of adulthood. The Iowa Transition Model includes an Adult Living component which includes the following action steps:

1. Continue time-limited support of the individual as needed in his/her movement from school into adult life.
2. Convene a meeting of the multidisciplinary team comprised of the individual, his/her family, educators and adult service providers, at least yearly if the need for services continues.
3. Ensure that the individual is aware of whom to call and when, if needed.
4. Ensure that service providers and others communicate on an ongoing basis to serve as a network for individuals to use, as needed.
5. Expand efforts to implement a follow-up process whereby ongoing support and re-entry into the transition planning process can occur as needed and desired by individuals.

The individuals in this study did make progress in the period from one to three years out of school, but this progress was limited, and the resulting level of adult adjustment was less than acceptable. Effective transition planning that involves the individual, the family, educators, and adult service providers holds the key to assisting individuals with behavioral disorders to reach their potential as contributing members of our society.

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